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CASE SEMINAR: USING WINNICOTT IN THE CLINICAL SETTING  
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The course will draw on case presentations and clinically focused readings to study aspects of therapeutic process developed in the work of D. W. Winnicott. This will include Winnicott's understanding of:

- Holding in early development and the analytic setting
- Fostering a sense of being and feeling real vs. a sense of futility and feeling unreal
- Working with primary anxieties (falling to pieces, falling forever) and early defenses (splitting of the ego, false-self, premature ego-development)
- Regression to dependence
- Relating to subjective objects and problems in the transition to external reality

We will learn about these and related aspects of therapeutic process directly as they come up in continuous case presentations by candidates and other examples from our clinical work. We will emphasize raising questions and open discussion of clinical experience. Winnicott's approach involved spontaneity, intuition, and discovery, making his work relevant and accessible at all levels of clinical experience.

\* Additional readings suggested but not required

1. INTRODUCTION AND HISTORICAL OVERVIEW

Conceptions of early development, schizoid phenomena, and the role of the environment in the clinical theories of Winnicott and Klein.

2. PRIMARY UN-INTEGRATION, HOLDING, AND CONTINUITY OF BEING

Winnicott, D. W. (1945). Primitive emotional development. *International Journal of Psycho-Analysis*, 26:137-143.

Winnicott, D. W. (1949). Hate in the counter-transference. *International Journal of Psycho-Analysis*, 30:69-74.

Winnicott, D. W. (1956). Primary maternal preoccupation. *Through Paediatrics to Psycho-Analysis* (pp. 300-305). New York: Basic Books (1975).

\*Winnicott, D.W. (1957). *The child, the family, and the outside world*, (pp. 25-29). Perseus Publishing.

3. PRIMARY UN-INTEGRATION, HOLDING, AND PRIMARY ANXIETIES

Winnicott, D. W. (1958). The capacity to be alone. *International Journal of Psycho-Analysis*, 39, pp. 416-20.

Winnicott, D. W. (1962). Ego integration in child development. *The Maturational Processes and the Facilitating Environment: Studies in the Theory of Emotional Development* (pp. 140-152). International Universities Press, 1965.

Winnicott, D.W. (1971). Case IV 'Bob' aet 6 years. *Therapeutic Consultations in Child Psychiatry*, pp. 64-88.

\*Winnicott, D.W. (1957). *The child, the family, and the outside world*, (pp. 69-74). Perseus Publishing.

#### 4. ENVIRONMENTAL FAILURES, SPLITTING OF THE EGO, PREMATURE EGO DEVELOPMENT

Winnicott, D. W. (1960). Ego distortion in terms of true and false self. *The Maturational Processes and the Facilitating Environment: Studies in the Theory of Emotional Development* (pp. 140-152). International Universities Press, 1965.

Winnicott, D. W. (1963). Dependence in infant-care, child-care, and in the psycho-analytic setting. *The Maturational Processes and the Facilitating Environment: Studies in the Theory of Emotional Development* (pp. 249-259). International Universities Press, 1965.

Winnicott, D. W. (1967). The concept of clinical regression compared with that of defence organisation. In: C. Winnicott, R. Shepherd, & M. Davis (Eds.), *D.W. Winnicott: Psycho-Analytic Explorations* (pp. 193- 199). Cambridge: Harvard University Press, 1989.

#### 5. REGRESSION TO DEPENDENCE

Winnicott, D. W. (1955). Metapsychological and clinical aspects of regression within the psycho-analytical set-up. In: *Through Paediatrics to Psycho-Analysis*. London: The Hogarth Press and the Institute of Psycho-Analysis. (Also published: *International Journal of Psycho-Analysis*, 36:16-26.)

Winnicott, D. W. (1965). A child psychiatry case illustrating delayed reaction to loss. In: C. Winnicott, R. Shepherd, & M. Davis (Eds.), *D.W. Winnicott: Psycho-Analytic Explorations* (pp. 341- 368). Cambridge: Harvard University Press, 1989.

\*Winnicott, D.W. (1964). The importance of the setting in meeting regression in psycho-analysis. In: C. Winnicott, R. Shepherd, & M. Davis (Eds.), *D.W. Winnicott: Psycho-Analytic Explorations* (pp. 193-199). Cambridge: Harvard University Press, 1989.

#### 6. RELIVING PRIMARY ANXIETIES

Winnicott, D. W. (1974). Fear of breakdown. *International Review of Psycho-Analysis*, 1:103-107. (Also in *Psycho-Analytic Explorations*. Harvard, 1989.)

Thaler, A. (2011). Breakdown and recovery in the analysis of a young woman. In: Druck, A., Ellman, C., Freedman, B., and Thaler, A. (eds.), *A New Freudian Synthesis: Clinical Process in the Next Generation*. London: Karnac.

\*Anderson, J. W. (2014). *How D. W. Winnicott conducted psychoanalysis*.

Psychoanalytic Psychology., 31, 375-395.

#### 7. OMNIPOTENCE, ILLUSION, AND FINDING EXTERNAL REALITY 1

Winnicott, D. W. (1971). Transitional objects and transitional phenomena. *Playing and Reality*. Ch. 1, 1-26. London: Tavistock Publications. (Also published in the *International Journal of Psycho-Analysis*, Vol. 34, Part 2 (1953); and in D. W. Winnicott, *Collected Papers: Through Paediatrics to Psycho-Analysis* (1958), London: Tavistock Publications.)

Winnicott, D.W. (1971). Mirror-role of mother and family in child development. *Playing and Reality*. London: Tavistock.

Winnicott, D.W. (1954). The antisocial tendency. *Through Paediatrics to Psycho-analysis*, (pp. 306-315). London: The Hogarth Press and the Institute of Psycho-Analysis.

Winnicott, D. W. (1971). Case IV 'Ruth' aet 8 years. *Therapeutic Consultations in Child Psychiatry*, pp. 315-330.

#### 8. OMNIPOTENCE, ILLUSION, AND FINDING EXTERNAL REALITY 2

Winnicott, D. W. (1969). The use of an object. *International Journal of Psycho-Analysis*, 50:711-716 (Also in *Playing and Reality*.)

Winnicott, D.W. (1956). Psychoanalysis and the sense of guilt. *The Maturation Processes and the Facilitating Environment: Studies in the Theory of Emotional Development* (pp. 15-28). International Universities Press, 1965.

#### OTHER SUGGESTED READINGS

\*Ogden, T. (2004). On holding and containing, being and dreaming. *International Journal of Psychoanalysis*, 85:1349-64.

\*Thaler, A. (2012). Having a place in the mind and heart of another. Paper presented at: *The power of love: A tribute to the innovative contributions of Sheldon Bach*, New York University.

\*Winnicott, D. W. (1963). Communicating and not communicating leading to a study of certain opposites. *The Maturation Processes and the Facilitating Environment: Studies in the Theory of Emotional Development* (pp.179-192). International Universities Press, 1965.

\*Winnicott, D.W. (1964). Two notes on the use of silence. In: C. Winnicott, R. Shepherd, & M. Davis (Eds.), *D.W. Winnicott: Psycho-Analytic Explorations*. Cambridge: Harvard University Press, 1989.

\*Winnicott, D. W. (1965). The psychology of madness. In: C. Winnicott, R. Shepherd, & M. Davis (Eds.), *D.W. Winnicott: Psycho-Analytic Explorations* (pp. 119-129). Cambridge: Harvard University Press, 1989.

#### Course Objectives

1. Candidates will learn about Winnicott's conceptions of early developmental processes

and their relationship to therapeutic processes in the psychoanalytic setting.

2. Candidates will learn about holding and ego integration in early development and psychoanalytic treatment.

3. Candidates will become familiar with the role of the environment and the nature of dependence in childhood development and psychoanalytic treatment.

4. Candidates will learn about the development of personal continuity and a sense of going on being and feeling real.

5. Candidates will understand Winnicott's ideas about disturbances of early development, including conceptions of environmental failure, primary anxieties, and primitive defenses associated with a sense of unreality and futility.

6. Candidates will learn about the clinical transference phenomenon of regression to dependence in the analytic setting.

7. Candidates will understand Winnicott's ideas about transitional phenomena and transitional experience in relating to both subjective objects and to external reality.

8. Candidates will become familiar with Winnicott's concept of the use of an object, including the developmental and clinical processes involved in relating to external reality.