CLEVELAND PSYCHOANALYTIC CENTER
PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM
Semester I
Psychodynamic Theory & Its Application to Clinical Practice
Fall 2019
Tuesdays 6:30-8:30 p.m.

Instructors:
Patrick Enders, M.D. & Richard Grossberg, M.D.
Vera Camden, PhD
Kim Thompson-Schinagle, PhD
Kimberly Bell, PhD

Ego Psychology: September 10, 17, 24 and October 15
Instructors: Patrick Enders, M.D., Richard Grossberg, M.D.

With the publication of “The Ego and the Id” Freud in 1923 introduced his tripartite structural theory of the ego, id, and superego; from which ego psychology has flourished. Students will learn why and how Freud went from the brain to the mind and from the topographic to the structural model. Students will understand the importance of the early discoveries of free association, resistance, transference, dreams and the beginning of the talking cure first described as “chimney sweeping”. Students will marvel, as we all have, at how Freud could turn setbacks into opportunities; as when his theory of infant seduction collapsed which was replaced by his theory of infantile sexuality. At the time a radical and controversial idea given the broadly held belief that children were sexually innocent. As the seminar unfolds the students will see how ego psychology became the dominant paradigm of the psychoanalytic technique in the 20th century, as defense mechanisms took their rightful place in the structural model thanks largely to the contributions of Anna Freud. Finally the student will understand how ego psychology has continued to evolve becoming more comprehensive and refined, now being able to explain not only abnormal behavior but normal behavior as well.

Most importantly the student’s psychotherapy practice should benefit from their understanding of ego psychology. Clinical materials should become more organized and the hypotheses more readily generated. Clinical questions will hopefully be more easily answered by the student with the perspective of ego psychology and the structural model—Which childhood calamity is reverberating in my patient’s unfolding story? What are the
core conflicts in my patient? How do I work with parapraxes? When might the topographic model be useful when working with my patient? How can identifying a patient’s defenses help determine whether I work more supportively or take a more uncovering approach with my patient? How does one interpret a patient’s dream? Etc.

**Session 1: September 10**
*From Brain to Mind, From Topographic to Structural- An Introduction to Psychoanalytic Theory*


**Session 2: September 17**
*Ego Psychology and the Development of Defense Analysis*

Chapter 1: The Ego and the Seat of Observation (pp.3-10)
Chapter 3: The Ego’s Defensive Operations as an Object of Analysis (pp. 30-44).

Mitchell, S., Black, M. *Op cit.* Ego Psychology Ch. 2 (pp 25-59).

**Session 3: September 24**
*Redefining Ego Psychology Towards Modern Conflict Theory*


Ch. 4: Affect and Psychic Conflict (pp 55-71)
Ch. 6: The Calamities of Childhood (pp 93-108)
Ch. 7: Compromise Formation (pp. 109-119)

**Session 4: October 15**
*Developmental Lines and A Hierarchy of Defense Mechanisms*


Object Relations & Winnicott: October 22 and 29
Instructor: Vera Camden, Ph.D.

These classes will introduce students to one of the most influential essays in contemporary psychoanalysis: it is the most often searched article, for instance, on the PEP data base. Yet this article is deceptively simple in its conception of the developmental significance of the “transitional object” in the development of the infant’s sense of self, creativity and very humanity. We will read closely this essay and correlate its thesis with another one of Winnicott’s later essays on the “location of cultural experience.” In an effort to bring these concepts “home” through an experience of popular culture students will view PRIOR to class meetings the film “Lars and the Real Girl. Class discussion will revolve in the first session around mapping the two theoretical and clinical essays and then in the second session around applying theoretical concepts from Winnicott’s essays to the very odd yet moving depiction of a young man’s recovery from a constrained and inhibited existence in this film. It is highly recommended that students write a brief summary of the main points of the two essays and any questions or observations to share with the class. Have fun!

Sessions 5 & 6: October 22 & October 29


Watch the movie, Lars and The Real Girl. (can be found on YouTube or Amazon)

The Relational Turn in Psychoanalysis: November 5, 12 and 19
Instructor: Kim Thompson-Schinagle, PhD

The following three classes will introduce participants to contemporary relational psychoanalysis. We will explore the historical progression that led to the relational turn, and begin to understand how the therapeutic relationship is conceptualized in this way of working.

Session 7: November 5
The Relational Turn

Session 8: November 12
The Relational Turn


Session 9: November 19
The Relational Turn


Child Development & Attachment Theory: November 26, December 3, 10 and 17
Instructor: Kimberly Bell, PhD

Session 10: November 26
Infancy and Developmental Phase of Parenthood

Students will develop a proficiency in identifying the emotional developmental tasks of children birth to 24 months. Students will also identify the impact that disruption during the phase of infancy may have on psychopathology in adults. Students will explore the impact early childhood development has on psychotherapeutic technique.

In addition, we will examine ways parental investment and parental self-esteem can affect the outcome and/or resolution of the developmental phase of infancy. We will also explore ways to help the mothering person recognize normal infant development.


Session 11: December 3
Toddlerhood (two to four years)

Students will gain an understanding of the developmental task of toddlerhood. They will be able to translate developmental theory into understanding of adult pathology and appreciate the impact of early childhood development on technique in psychotherapy.

Session 12: December 10
Phallic & Oedipal Phases of Development

Participants will gain an understanding of the strivings and conflicts typical of the phallic and oedipal phases of child development, generally occurring at 3-5 years of age. They will be able to identify ways in which disruptions in this phase impact adult psychopathology.


** Read only the pages indicated in the bibliography above which in most cases is not the entire article or chapter. I also recommend reading them in the order they are listed to maximize understanding of the material.

Session 13: December 17
Latency and Adolescence

Students will develop a proficiency in identifying the emotional developmental tasks Children age 6 to adolescence. They will learn about the possible impact of disruptions during the latency phase on psychopathology in adults.

Students will develop a proficiency in understanding the emotional developmental tasks of adolescence. They will identify the impact of early childhood conflicts on the adolescent phase. Additionally students will be exposed the relationship between working with adolescents and working with adults in psychoanalytic psychotherapy.

Bornstein, B., On Latency. PSC, 6:279-285


PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM
Semester II
Psychodynamic Theory & Its Application to Clinical Practice
2019-2020
Tuesdays 6:30-8:30 p.m.

AMENDED SYLLABUS-REVISED

Instructors:
Janet Sharp, LPCC-S
Anna Janicki, M.D.
Vera Camden, Ph.D.
Tracie Luther, M.D.
Joanne Naegele, LPCC-S & Rimvydas Augis, Ph.D.
Catherine Sullivan
Patrick Enders, M.D.
Yael Greenberg, Psy.D.
Kim Thompson-Schinagle, PhD

January 7, 2020
The Beginning Phase of Treatment: The Evaluation
Janet Sharp, M.A. LPCC-S.

This class will address the key concepts of the evaluation phase, including how to assess the patient, formulate the case and recommend treatment using the Problem-Person-Goals-Resources model.

Learning Objectives:
1. Describe a safe therapeutic space
2. Describe important elements of the initial clinical formulation
3. Recognize differences between psychodynamic and supportive approaches

Readings

January 14, 2020
The Beginning Phase of Treatment: Beginning the Treatment
Janet Sharp, M.A. LPCC-S.

This class will address the goals of beginning a psychoanalytic psychotherapy, including setting goals, setting the frame, establishing boundaries and developing a therapeutic alliance. We will discuss the key concepts of empathic listening and that thoughts and feelings have meaning.
Learning Objectives:
1. Describe the process of giving recommendations for treatment
2. Describe the purpose and components of the frame
3. Define therapeutic alliance

Reading

January 21, 2020
**Psychodynamic Understanding of Mourning: Loss and Bereavement**
Anna Janicki, M.D.

In this seminar we will compare and contrast healthy and morbid grief. We are also going to learn the link between morbid grief and depression.

Learning objectives:
1. Participants will be able to define healthy and morbid grief
2. Participants will be able to identify classical theories of dynamics of depression

Readings
3. CPC Blog Healthy Bereavement, Anna J. Janicki, M.D. Posted on October 5, 2010

January 28, 2020
**Trauma and the Complex PTSD**
Anna Janicki, M.D.

In this seminar discussion will focus on the linking of concept of trauma from neuroscience perspective with psychoanalytic view. Trauma affects neurochemical changes in the brain and the body, and, traumatic memory formation. Introduction of the memories threatening survival activates amygdala system. This will help us to understand of how trauma affects personality, emotional suffering, and psychoanalytic psychotherapy as means of recovery. We will review very briefly history of psychology of trauma: Charcot, Janet, Freud as well as the different names for it like shell shock, traumatic neurosis, hysteria, borderline states and PTSD. There will be brief review of anatomy: roles of hippocampus and amygdala and of neurochemical changes; HPA axis, steroids, nor-epinephrine, etc. Yovell’s paper introduces clinical usefulness of meanings of traumatic memory through discovery of its unconscious meaning. Coates’s explores in the clinical case basics of transformation of these memories.

Learning objectives:
1. Describe how trauma affects explicit and implicit functioning;
2. Apply understanding of functioning of traumatic memory in clinical situations;
3. Review the history of the psychology of trauma.
Readings

PEP Web Link.

February 4th, 2020
Transference
Vera Camden, Ph.D.

Learning Objectives for February 4 and February 18, 2020:
1. To define in their clinical work in terms of unconscious conflict, transference love and hate as Winnicott defines these states
2. Understand transference and counter-transference relationally and not as a something mustered for psychoanalytic evidence
3. Use transference interpretations of unconscious conflict to enable patients and clients to diminish destructive acting out behaviors

Readings

February 11, 2020
Case Presentation
Tracie Luther, M.D.

February 18, 2020  RESCHEDULED FOR MARCH 10th at 7:00 p.m.
Counter-Transference
Vera Camden, Ph.D.
February 25, 2020

Resistance
Ms. Joanne Naegele, M.A., LPCC-S and Rimvydas Augis, Ph.D.

In 1912 S. Freud wrote: “resistance/.../represent a compromise between the forces that are striving towards recovery and the opposing ones.”
In the Gabbard article we will initially “cover the waterfront” and look at the topic broadly. In the second article we will look at clinical examples of resistance.

Learning Objectives:
1. To become familiar with the forms which resistance can take.
2. To understand the multifaceted purposes of resistance.
3. To learn to work with the psychodynamics of resistance to uncover the internal life of the patient.

Readings

March 3, 2020

Projective Identification
Ms. Joanne Naegele, M.A., LPCC-S and Rimvydas Augis, Ph.D.

In the first hour we will read Betty Joseph’s paper and begin to understand how this contemporary Kleinian analyst understands this concept and uses it clinically.
In the second hour we will use Ogden and his thinking to clarify what projective identification is and how it is clinically used in his own and in Betty Joseph’s examples.
“…one can think of projective identification as a process involving the following sequence: first, there is the fantasy of projecting a part of oneself into another person and of that part taking over the person from within; then there is a pressure expected via the interpersonal interaction such that the ‘recipient’ of the projection experiences pressure to think, feel and behave in a manner congruent with the projection; finally, the projected feelings, after being psychologically processed by the recipient, are re-internalized by the projector.” Ogden (1979) p. 357.

Learning objectives:
1. You will become familiar with the concept of projective identification.
2. You will understand how patients use projective identification to master their anxiety.
3. You will learn how to interpret projective identifications to the patient.

Readings
March 10, 2020
Counter-Transference
Vera Camden, Ph.D.

Readings

March 17, 2020
Ethics in Psychoanalytic Psychotherapy
Catherine P. Sullivan L.I.S.W.

This class will address two important ethical issues - confidentiality and the avoidance of exploitation. Two cases and a variety of vignettes will be presented for discussion.

Learning Objectives:
1. To understand the ethics concepts of confidentiality and avoidance of exploitation
2. To appreciate the importance of ethics in the therapeutic relationship
3. To consider the applicability of ethical concepts in clinical work

Readings

March 24, 2020
Case Presentation
Patrick Enders. M.D.
March 31, 2020
Enactments
Yael Greenberg Psy.D.

Learning Objectives:
1. Participants will understand the concept of enactment as an interaction between analyst and patient. Both unconsciously enact and role play something together.
2. Participants will be able to grasp the therapeutic potential of enactments.
3. Participants will be able to identify and utilize enactments in their work with their patients.

Readings

NO CLASSES: APRIL 7th and 14th

April 21, 2020
Challenges to the Frame
Yael Greenberg Psy.D.

Learning Objectives:
1. Participants will understand the concept of the frame.
2. Participants will be able to understand the situations in which it is challenged.
3. Participants will be able to identify and utilize these challenges in their work with patients.

Readings

Optional Reading:
April 28, 2020
Impasses
Yael Greenberg Psy.D.

Learning Objectives:
1. Participants will understand the concept of Impasse.
2. Participants will be able to identify an impasse in a work with a patient.
3. Participants will have the tools to deal with therapeutically approaching an impasse, i.e.,
   through use of the therapist's countertransference feelings and interpretation.

Readings
2. *Gabbard’s section on Impasse comes in the midst of his Working Through and Termination
   chapter, p.153-171.
   New York. Chapter 2; Impasses, p. 36-51

Optional readings:
1. Rosenfeld, Herbert (1987). Impasse and Interpretation: Therapeutic and Anti-therapeutic
   Factors in the Psychoanalytic Treatment of Psychotic, Borderline, and Neurotic Patients. Chpt 7:

See page 139: Diagnosing Impasse:

“Counter-transference problems in a long analysis frequently occur when the analysis is not
making progress and an impasse is threatening. Impasses, however, are of different kinds, and it
is important to try to differentiate them. One type occurs during the final stages of an analysis
when some of the patient’s symptoms which have been analyzed before appear again in an
exaggerated form.” (This is a positive development and represents an opportunity to look at
something that one has looked at before, and perhaps find more meaning.) A second type of
impasse occurs when a patient has made particularly good progress but suddenly exhibits a
negative reaction…. (It is likely that hidden envy has been mobilized and is being acted out
through destructive behavior aimed against the analytic progress.—such as a wish to defeat the
analyst.)
These impasses are different from a third type, one in which “severe negative reactions to
analysis do not follow real progress.” (Example would be one in which the patient and analyst
collude with the idea that no analysis is really going on. “The analyst is out of touch with what
is going on in the patient. Patient feels rejected and still more frightened to express his criticism,
because he feels the analyst will not listen. In these cases there is a severe deterioration of the
relationship between analyst and patient and a gradual worsening of the patient’s mental and
physical state are invariable…an important source of such an impasse is some difficulty in the
counter-transference.”

   Research on Therapeutic Impasses and Ruptures in the Therapeutic Alliance. Contemporary
   Psychoanalysis, 50(1-2):211-232
May 5, 2020
Case Presentation
Catherine P. Sullivan, L.I.S.W.

May 12 & 19, 2020
Working Through and Ending
Kim Thompson-Schinagle, Ph.D.

These two classes will explore issues related to the ending of a psychodynamically informed treatment relationship.

Learning Objectives:
1. To acquire a beginning knowledge of issues related to the ending phase of treatment.
2. To develop an initial understanding of the complexity embedded in endings and breaks in treatment and how these may be connected to or informed by the process of mourning.
3. To consider the importance of context and use of self in the clinical encounter in this phase of the work.

Readings 5/12/20
1. Freud, (1937) Analysis Terminable and Interminable
2. Freud, (1917) Mourning and Melancholia

Readings 5/19/20
1. Kantrowitz (2015) Myths of Termination, Ch. 1&2