

THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE, INC.

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Seminar Year II
Technique II: The Analytic Stance
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What we have come to know about the shaping of the analyst, his work ego, and analytic competence has long since required of us that we see ourselves in our work as indeed adequate at times, but liable to lapse and short-fall for many reasons. Since we know the assets and limitations we brought to our choice of career, and the forces of conflict and compromise that shaped that choice, we know we are not so different from our patients, except as our own analytic experience and training have helped us to evolve a little further in our development and adaptation through analytic ways of knowing. We realize that what we have been trained to do and molded to think both expand and constrain us, and reflect our identifications made with and against those who educated us. McLaughlin (1991)

Note: log into your PEP Web account to access full text articles cited below

Session 1, September 18th: Transference I: Freud's technique and the limits of technical directives

- 1) Freud, S. (1914). Observations on transference-love. *Standard Edition* 12: 157-171. [PEP Web link](#)
- 2) Pinsky, E. (2014). The Potion: Reflections on Freud's "Observation on transference-love". *JAPA* 62 pp. 455-474. [*Available in the [Library](#)*]

Learning Objective: To understand the two somewhat contradictory views of transference love introduced by Freud in his seminal paper on the subject.

In the Transference Love paper, Freud lays out two seemingly contradictory views of the treatment relationship. After taking pains to point out the illusory nature of transference love, he shifts to an emphasis on the feelings that arise in treatment. One can read these two positions as bookends that have framed subsequent debate regarding analytic technique and the treatment relationship

Session 2, September 25th: Transference II: The evolution of the concept

Learning Objective; To understand how the concept of transference evolved in North American psychoanalysis .

In this session, we will explore the concept of transference as it has evolved in North American psychoanalysis, tracing it from Freud's original ideas on transference to those of Anna Freud, Klein, and subsequent contemporary psychoanalysts including Gill, Schwaber, Gray and Joseph. Following from our discussion of Freud's On Transference Love, we will re-examine the issues raised when we attempt to capture the paradoxical balance the analyst must strike between regarding the transference to be as real, as any other experience in life and, at the same time, as a displacement

or projection of the patient's internal experience and, hence, an imposition on the figure of the analyst (Smith 2003). Finally, we will explore Smith's idea that transference analysis rests on our own, weighty ability to glimpse the illusory quality of our own inner lives, to sense the distinction between reality and illusion, and to appreciate the manner in which we shape experience from our own psychic reality (Smith, 2003).

- 1) Smith, H. F. (2003). Analysis of transference. *International Journal of Psychoanalysis* 84: 1017-1041. [PEP Web link](#)

Session 3, October 2: Using Countertransference I: The evolution of the concept

- 1) Loewald, H. (1986). Transference countertransference. *Journal of the American Psychoanalytic Association* 34: 275-287. [PEP Web link](#)
- 2) Jacobs, T.J. (1986). On countertransference enactments. *Journal of the American Psychoanalytic Association* 34: 289-307. [PEP Web link](#)

Learning Objective: To understand how counter-transference came to be seen as a useful source of data in psychoanalysis.

The early papers on counter-transference were an attempt to move beyond the view of counter-transference as a contamination of the analytic field. These authors came to accept their own emotional reactions and associations as valuable sources of information regarding the transference and the analysands internalized object relations. Subsequent theorists have questioned the certainty with which they present their insights.

Session 4, October 9th: Using Countertransference II: Listening from different vantage points

Learning Objective: To understand the contrasting approaches to analytic listening offered by Schwaber and Ogden.

How we listen to analytic process is a cornerstone of our work and may vary greatly, depending on theoretical perspective and the personhood of the analyst. In this session, we will consider two very different approaches to how we might think about the analyst's listening. Schwaber has made important contributions to this topic, particularly around the importance of empathy and the capacity of the analyst to listen, affectively, from the patient's vantage point. In her paper for this session, she considers the close process of several clinical situations, exploring what might cause the analyst to retreat from the patient's experience. Ogden's paper will offer an interesting contrast. Rather than privileging one vantage point over another, and working from an intersubjective perspective, Ogden focuses on listening for the affective dimension of aliveness and deadness as it emerges in the analytic third created by the reveries of both analyst and analysand.

- 1) Schwaber, E.A. (1992). Countertransference: The analyst's retreat from the patient's vantage point. *International Journal of Psychoanalysis* 73: 349-362. [PEP Web link](#)
- 2) Ogden, T. (1996). Reconsidering Three Aspects of Psychoanalytic Technique. *Int. J. of Psychoanalysis* 77: 883-899 [PEP Web link](#)

Session 5, October 16th: Caring, Coercion and The Analyst's Presence

- 1) Hoffman, I. (1986). The intimate and ironic authority of the psychoanalyst's presence. *Psychoanalytic Quarterly* 65: 102-136. [PEP Web link](#)
- 2) Renik, O. (1999). Playing one's cards face up in analysis: An approach to the problem of self-disclosure. *Psychoanalytic Quarterly* 68: 521-539. [PEP Web link](#)

Learning Objective: To be able to contrast Hoffman and Renik's view of the analyst's authority in psychoanalysis.

These two contemporary authors hold similar positions on many issues that have come to define the relational position. These two papers, however, show them taking very different positions on a key issue related to the atmosphere in which the treatment is conducted. Hoffman believes we should preserve the power of illusion though he still values the "intimacy" of the relationship. Renik, by contrast, believe we should just put our ideas on the table, diminishing the mystique of the analyst in favor of a search for truth conducted by two adults in a very personal and meaningful collaboration

Optional Reading

Kris, A. O. (1990). The analyst's stance and the method of free association. *Psychoanalytic Study of the Child* 45: 24-41. [PEP Web link](#)

Session 6, October 23: Resistance: To What and By Whom

Learning Objective: To understand the factors that may contribute to the analyst's resistances to being fully engaged in treatment.

We all know that the exploration of transference is perhaps the most central part of therapeutic action. However, we also know that this is an unusually difficult and unnerving aspect of psychoanalytic work. What are some of the reasons for our difficulty and how might we think about the obstacles as well as how we use, or don't use, ourselves in this process? Coming from an interpersonal perspective, Gill's article explores reasons for our own complex resistances to transference, as well as ways that we may make transference more immediate and accessible in the here and now. Mitrani's article draws on the work of Bion to consider the analyst's role vis a vis transference, in particular, the functions of containment, reverie and transformation.

- 1) Gill, M. (1979). The Analysis of the Transference. *JAPA* 27 S: 263-288 [PEP Web link](#)
- 2) Mitrani, J. (2001) Taking the Transference: Some Technical Implications in Three Papers by Bion. *Int. J. Psychoanalysis* 82:1085-1104 [PEP Web link](#)

Session 7, October 30: The analyst's unconscious participation

- 1) Aron, L. (1991). The patient's experience of the analyst's subjectivity. *Psychoanalytic Dialogues* 1: 29-51. [PEP Web link](#)
- 2) McLaughlin, J. (1988). The analyst's insights. *Psychoanalytic Quarterly* 57: 370-389. [PEP Web link](#)

Learning Objective: To be able to contrast Aron and McLaughlin's views of "optimal functioning" in psychoanalysis.

Aron and McLaughlin address the issue of the analyst's subjectivity in ways that overlap but also imply different conceptualizations of the analyst's "optimal functioning." Both would agree that counter-transference is a useful source of data that can also be a hindrance at times. McLaughlin believes that self-analysis can return the analyst to place of relatively unencumbered work. Aron, by contrast, views the analyst's subjectivity as a ubiquitous and unavoidable aspect of the interactive process in treatment. This view is an elaboration of Benjamin's notion of the mother's subjectivity as the infant's window into external reality.

Session 8, November 13: All the Same Only Different

Learning Objective: To be able to articulate two ways to respond constructively to seemingly contradictory perspectives on psychoanalysis.

In our final session we will consider the current pluralism of our psychoanalytic landscape, particularly in light of the analyst's technique. Spezzano articulates the alleged dichotomies that haunt contemporary psychoanalysis - relational versus intrapsychic, drive versus non-drive theory, and Freudian versus non-Freudian. Additionally, he elaborates important ways of thinking about current ego psychology, with its technical emphasis on the analysis of resistance and defense, versus intersubjective theories, with their focus on the analysis of transference through enactment. His idea that the patient might be understood more as an unconscious communicator, rather than resistor, is a particularly intriguing contribution. Finally, we will consider Wallerstein's paper about how to think about the divergences and convergences in our current state of theoretical pluralism, and particularly his plea to focus on clinical experience.

- 1) Spezzano, C. (1995) "classical" vs. "contemporary" theory – the Differences That Matter Clinically. *Contemporary Psychoanalysis* 31:20 pp. 19-46 [PEP Web link](#)
- 2) Wallerstein, R.S. (2005). Will Pluralism Be An Enduring State of Our Discipline. *Int. J. Psychoanalysis* 86: 23-26 [PEP Web link](#)

Optional: Foehl, J. (2010). The Play's the Thing: The Primacy of Process and the Persistence of Pluralism in Contemporary Psychoanalysis. *Contemporary Psychoanalysis* 46: 48-86. [PEP Web link](#)