

THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE, INC.

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Relational Theory

Instructors: Barbara Breslau, Ed.D. & Joseph M. Schwartz, Ph.D.

Session 1 (November 12, 2015): Introductory Framework

Mitchell, S. (1988). Introduction, Chapter 1 (The Relational Matrix) and Chapter 2 (“Drive” and the Relational Matrix) pp 1-62. In *Relational Concepts in Psychoanalysis: An Integration*, Harvard University Press: Cambridge, MA. [Available in [Library](#)]

Learning Objective: To gain an understanding of some of the epistemological and philosophical critiques of classical psychoanalytic theory and the philosophical underpinnings of relational psychoanalytic theory.

Session 2 (November 19, 2015): The Analyst’s Subjectivity

Hoffman, I.Z. (1983) The Patient as Interpreter of the Analyst’s Experience. *Contemporary Psychoanalysis*, 19:389-422. [PEP Web Link](#)

Aron, L. (1991) The Patient as Interpreter of the Analyst’s Experience. *Psychoanalytic Dialogues*, 1:29-51. [PEP Web Link](#)

Learning Objective: To understand the theoretical and clinical implications of the critiques of the psychanalyst as “blank screen” and the alternative conceptualization of the psychoanalyst’s subjectivity.

Session 3 (December 3, 2015): The Developmental Perspective

Stern, D.N., Sander, L.W., Nahum, J.P., Harrison, A. M., Lyons-Ruth, K., Morgan, A.C., Bruschiweilern, N., & Tronick, E.Z. (1998) Non-Interpretive Mechanisms in Psychoanalytic Therapy: The ‘Something More’ Than Interpretation. *International Journal of Psychoanalysis*, 79:903-921. [PEP Web Link](#)

Learning Objective: To be able to articulate the contribution of recent advances in psychoanalytic views of child development to Relational Theory and psychoanalytic understanding of how clinical interventions produce change.

Session 4 (December 10, 2015): The Analytic Third

Ogden, T.H. (1994). The analytic Third: Working with Intersubjective Clinical Facts. *International Journal of Psychoanalysis*, 75:3-19. [PEP Web Link](#)

Benjamin, J. (2004). Beyond Doer and Done to: An Intersubjective View of Thirdness. *Psychoanalytic Quarterly*, 73:5-46. [PEP Web Link](#)

Learning Objective: To be able to analyze and express an understanding of the concept of “The Analytic Third” and articulate it’s applicability to psychoanalytic process.

Session 5 (December 17, 2015): The Intersubjective Perspective

Stolorow, R. D. (1996). The Intersubjective Perspective. *Psychoanalytic Review*, 83:181-194. [PEP Web Link](#)

Frank, G. (1998). The Intersubjective School of Psychoanalysis: Concerns and Questions. *Psychoanalytic Psychology*, 15:420-423. [PEP Web Link](#)

Stolorow, R. (1998). Clarifying the Intersubjective Perspective: A Reply to George Frank. *Psychoanalytic Psychology*, 15:424-427. [PEP Web Link](#)

Stolorow, R.D. (1997). Dynamic, Dyadic, Intersubjective Systems: An Evolving paradigm for Psychoanalysis. *Psychoanalytic Psychology*, 14: 337-346. [PEP Web Link](#)

Optional:

Ringstrom, P.A. (2010) Meeting Mitchell’s Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory. *Psychoanalytic Dialogues*, 20:196-218. [PEP Web Link](#)

Learning Objective: To be able to articulate the basic tenets and critiques of the Intersubjective point of view and their implications for psychoanalytic practice.

Session 6 (January 21, 2016): Countertransference and Enactment

Bollas, C (1983). Expressive Uses of the Countertransference—Notes to the Patient from Oneself. *Contemporary Psychoanalysis*, 19:1-33. [PEP Web Link](#)

Davies, J.M. (1994). Love in the Afternoon: A Relational Reconsideration of Desire and Dread in the Countertransference. *Psychoanalytic Dialogues*, 4:153-170. [PEP Web Link](#)

Optional:

Ivey, G. (2008) Enactment Controversies: A Critical Review of Current Debates. *International Journal of Psychoanalysis*, 89:19-38. [PEP Web Link](#)

Bonovitz, C. (2007) Whose Who in the Psychoanalytic Situation: Subject, Object, and Enactment in the Relational and Contemporary Kleinian Traditions. *Psychoanalytic Dialogues*, 17:411-437. [PEP Web Link](#)

Learning Objective: To develop a personal approach to using countertransference and addressing enactments in the clinical situation that is coherent, disciplined while maintaining authenticity and spontaneity.

Session 7 (January 28, 2016): Self-Disclosure

Renik, O. (1999). Playing One's Cards Face up in Analysis: An Approach to the Problem of Self-Disclosure. *Psychoanalytic Quarterly*, 68:521-530. [PEP Web Link](#)

Jacobs, T. (1999). On the Question of Self-Disclosure by the Analyst: Error or Advance in Technique? *Psychoanalytic Quarterly*, 68:159-183. [PEP Web Link](#)

Learning Objective: To be able to express the range of issues determining the advisability of self-disclosure in the psychoanalytic setting and to articulate the likely consequences, pro and con, of personal revelation by the analyst.

Session 8 (February 4, 2016): Final Thoughts

Spezzano, C. (1995). "classical" Versus "contemporary" Theory—the Differences That Matter Clinically. *Contemporary Psychoanalysis*, 31:20-46. [PEP Web Link](#)

Hoffman, I.Z. (1996). The Intimate and Ironic Authority of the Psychoanalyst's Presence. *Psychoanalytic Quarterly*, 65:102-136. [PEP Web Link](#)

Learning Objective: To be able to summarize and express the major points of disagreement between the Relational and Classical psychoanalytic points of view.