

THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE
141 Herrick Road, Newton Centre, Massachusetts 02459

Technique I, 2016
Analytic Identity and Beginning an Analysis

Instructors: Fran Arnold, Ph.D. and Risa Weinrit, Psy.D.

This seminar will focus on deepening therapeutic process during psychotherapy, particularly in cases where the transition to psychoanalysis is contemplated. Techniques used to deepen treatment and the capacity of the therapist to facilitate this process will be explored. We will also consider some core concepts of psychoanalytic technique - ideas that may stimulate your own thinking about what it means to be starting out as an analyst. Most central to our exploration, we will listen together to the presentation of clinical process from ongoing cases, with the invitation to the group to think about how to develop an analytic treatment.

We look forward to meeting you in the fall,
Fran and Risa

1. Why Psychoanalysis?
September 22, 2016

In this session, we will explore what it means to invite someone to engage in a psychoanalysis. We also will think about analyzability and how to deepen a psychoanalytic psychotherapy treatment, including conversion of psychotherapy cases. The modern psychoanalytic patient may differ in important ways from the so-called “classical analytic patient”. How do we think about these issues and considerations, regarding terms of engagement?

Learning Objective: At the conclusion of this session, candidates will be able to describe how psychoanalysis differs from psychotherapy and list three ways in which the concept of analyzability has changed over the years.

Bernstein, S.B. (2010). Treatment Preparatory to Psychoanalysis: A Reconsideration After Twenty-five Years. *JAPA*, 58, 1:27-57. [PEP Web Link](#)

2. Thinking of Oneself as an Analyst
September 29, 2016

Becoming an analyst involves a transformation in clinical attitude and identity. In this session, we will explore what it means to begin this process. We will consider the idea of analyzability as an emergent and intersubjective process and think together about what might impede the analyst’s invitation to engage in a deeper treatment.

Learning Objective: At the conclusion of this session, candidates will be able to describe two ideas about what it means to develop a professional identity as an analyst.

Levine, HB (2010). Creating Analysts, Creating Analytic Patients. *International Journal of Psychoanalysis*, 91:1385-1404. [PEP Web Link](#)

Ehrlich, LT (2004). The Analyst's Reluctance to Begin a New Analysis. *JAPA*, 52:1075-1093. [PEP Web Link](#)

3. The Analytic Stance and the Analytic Method

October 6, 2016

As analysts, our analytic theories shape and inform our fundamental understanding of what we are listening to and for, the questions we ask and the choices we make about what we say and don't say, do and don't do, in sometimes dramatic ways. We will read an account of three imaginary supervisors responding to the same clinical dilemma to help us to begin to explore some effects of different analytic stances.

Learning Objective: At the conclusion of this session, candidates will be able to discuss three of the clinical effects of an analytic stance.

Aron, Lewis (1999). Clinical Choices and the Relational Matrix, *Psychoanalytic Dialogues*, 9:1, 1-30. [PEP Web Link](#)

Freud, S. Recommendations to Physicians Practicing Psychoanalysis, *SE 12*:109-120. [PEP Web Link](#)

4. Beginning an Analysis

October 13, 2016

In this session, we will explore ideas about how to begin a psychoanalytic treatment. In one of his most important papers on technique, *On Beginning the Treatment*, Freud describes the fundamental conditions of psychoanalysis. He takes up issues such as analyzability, the frame and initial technical issues, including free association. Far from a group of rigid rules, Freud spoke of technique as an art, thinking always of the singularity of each case.

Learning Objective: At the conclusion of this session, candidates will be able to describe two techniques that may use to deepen a treatment and begin an analysis, using case examples.

Freud, S. (1913). On Beginning the Treatment (Further Recommendations on the Technique of Psychoanalysis), *SE 12*:121-144. [PEP Web Link](#)

5. Reconsidering Beginning Analysis from an Intersubjective Perspective October 20, 2016

How we begin an analysis should follow from what we consider to be the essential elements of analytic process, as well as our ideas about what should happen in a treatment. In this session, we will think together about what aspects of beginning an analysis may change if we shift to an intersubjective model of the analysis.

Learning Objective: At the conclusion of this session, candidates will be able to identify two ways to talk with patients about the beginning of analysis.

Ogden, Thomas (1986) Reconsidering Three aspects of Psychoanalytic Technique, *IJP*, 77 :883-899. [PEP Web Link](#)

6. Neutrality October 27, 2016

In this session, we will think about what it means to talk about analytic neutrality. We will consider how neutrality may be a dynamic, flexible position which varies from patient to patient, in different patient-analyst pairs, and even at different times in the same treatment.

Learning Objective: At the conclusion of this session, candidates will be able to describe characteristics of Analytic Neutrality and how we think of neutrality today.

Greenberg, J. (1986). Theoretical Models and the Analyst's Neutrality. *Contemporary Psychoanalysis*, 6:87-106. [PEP Web Link](#)

7. Therapeutic Action: What does this mean and who is changed? November 3, 2016

In this session, we will think about what happens between an analyst and patient that makes for an alive experience that is transformative for both, as well as the relationship between them. In doing so, we will read a remarkable account of an analysis that began during an analyst's training and spanned the arc of his analytic development and maturity.

Learning Objective: At the end of this session, candidates will be able to describe three ideas regarding therapeutic action and what is transformative about psychoanalysis.

Margulies, A., Orgel, S., Poland, W.S. (2014). After the Storm: Living and Dying in Psychoanalysis. *JAPA*, 62:863-905. [Available in [Library](#)]

8. Therapeutic Action II
November 10, 2016

In this session, we will continue to explore the issue of therapeutic action as it is addressed in the paper by Margulies.

Learning Objective: At the end of this session, candidates will be able to describe three ways in which their own work demonstrates therapeutic action.

Margulies, A., Orgel, S., Poland, W .S. (2014). After the Storm: Living and Dying in Psychoanalysis. JAPA, 62:863-905. [Available in [Library](#)]