

**THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE, INC.**

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Dear Students,

We are looking forward to this seminar, *Finding One's Analytic Self: receptivity, Responsivity, and How Do We Differ with Different Patients*, with you. We have never given it before. We hope we are not raising unrealistic expectation of what we can learn together. We believe that the analyst's style, attitudes, beliefs, character and conflicts -overall way of working with patients are identifiable in clinical work.

We also believe that the way in which all these analyst- characteristics intersect with characteristic in his /her patient may facilitate or make the analytic work more difficult. This is" the match- for better or worse. Our thought is that if two of you who feel comfortable in being open about your inner process, countertransference reactions, and anything that seems relevant – would each present two analytic patients, we would have the opportunity to observe both your particular characteristic and how they interface with 2 different patients as well as trying to delineate the different ways each of you work. If we follow this plan, two analysts would each have three or four sessions to present their cases.

Given that we have only 8 sessions, it may be far too little time to be able to discern the effect of the "match", but we would like to try to do so. Give some thought to whether you would like to present and have 2 cases` that might suit this plan.

*Judy and Jonathan*

Readings:

Jacobs, T. The Possible Profession: The Analytic Process of Change, Chapter 3, On Misreading and Misleading Patients: Some Reflections on Communications, Miscommunications, and Countertransference Enactments, pp.47-67. [Available in [Library](#)]

Loewald, H.W. (1960). On the Therapeutic Action of Psycho-Analysis. Int. J. Psycho-Anal., 41:16-33. [PEP Web Link](#)

Kantrowitz, J.L. (2002). The External Observer and the Lens of the Patient-Analyst Match. Int. J. Psycho-Anal., 83:339-350. [PEP Web Link](#)

Learning Objectives:

1. At the conclusion of this session, based on the clinical material presented, I am able to identify two examples of a conscious aspect of the analyst's personality that affect an intervention.

2. At the conclusion of this session, based on the clinical material presented, I am able to identify two examples of a preconscious aspect of the analyst's personality that affect an intervention.
3. At the conclusion of this session, based on the clinical material presented, I am able to identify two examples of an unconscious aspect of the analyst's personality that affect an intervention.
4. At the conclusion of this session, based on the clinical material presented, I am able to identify two examples of the patient's response to a conscious aspect of the analyst's personality as perceived in his/her intervention.
5. At the conclusion of this session, based on the clinical material presented, I am able to identify two examples of the patient's response to a preconscious aspect of the analyst's personality as perceived in his/her intervention.
6. At the conclusion of this session, based on the clinical material presented, I am able to identify two examples of the patient's response to an unconscious aspect of the analyst's personality as perceived in his/her intervention.
7. At the conclusion of this session, based on the clinical material presented, I am able to identify two aspects of the analyst's communication style that remain constant within one clinical session and between the two patients presented.
8. At the conclusion of this session, based on the clinical material presented, I am able to identify two aspects of the analyst's communication style that shift and change in response to the particular qualities of the patient – both within one clinical session and between the two patients presented.