



Year V: Termination Seminar Spring Semester 2018

Instructors: Randall Paulsen, MD and Peggy Warren, MD

This seminar introduces candidates to the concept of termination from psychoanalytic work, whether it be an analysis or an analytic psychotherapy. We will explore termination from a clinical perspective with emphasis placed on the uniqueness of each termination, resistances encountered to termination in both the patient and analyst, countertransference issues, and the unique challenges during the termination with vulnerable patients. We will consider the role of play and playfulness, as well as the concept of termination as a transitional zone from the analytic space to the “real” world. The intrapsychic function of the analyst post termination will be explored—as well as complicated topics, such as contact between patient and analyst post analysis. The goals of the assigned readings are to provide a short history, describe some theoretical concepts, raise clinical questions, but primarily to stimulate discussion. We encourage each candidate to discuss clinical experiences during each class, and the instructors will also present clinical material for discussion.

CLASS 1: An Overview of Termination’s Place over the last 100 years

Kantrowitz, Judy (2015) A Short History Of Termination in *Myths of Termination* (pp. 1-23) Routledge Press. [Available in the library. Check the reading folder or request from library@bpsi.org]

Optional

Freud, S. (1937). “Analysis Terminable and Interminable” S.E. XXIII p. 209-253. [PEP Web Link](#)

Learning Objective: At the end of the session, students will be able to discuss three basic concepts related to termination such as loss, mourning, and the internalization of the analyst.

CLASS 2: What kind of Endings occur in Termination

Loewald, HW (1988) Termination Analyzable and Unanalyzable. *Psychoanalytic Study of the Child* 43: 155-66. [PEP Web Link](#)

Learning Objective: At the end of this session, students will be able to identify issues associated with termination such as discovery of separateness, or reworking of conflicts.

CLASS THREE: Asymmetrical Aspects of Termination

Kantrowitz, Judy (2015) Non-Mutual Endings in *Myths of Termination* (pp. 56-79) Routledge Press. [Available in the library. Check the reading folder or request from library@bps.org]

Learning Objective: At the end of the session, students will be able to identify the difficulties associated in the termination of vulnerable patients with different character structures and psychopathologies. Also included will be unanticipated departures, illnesses on the analyst's part.

CLASS FOUR: Playfulness or Its Absence in the Termination Phase

Winnicott, D.W. (1971) Transitional objects and transitional phenomena in *Playing and Reality*. New York: Routledge, pp. 1-13. [PEP Web Link](#)

Learning Objective: At the end of this session, students will be able to consider the concept of "transitional space" as it may apply to the work of termination from both the analyst's and the analysand's point of view. Events such as dreams, of either person in the dyad, that may or may not be shared. Associations to dreams and moments in the analytic hour may provide context, or containment, for the dyad's journey toward that "last hour".

CLASS FIVE: The Uncertainty at the Heart of the Psychoanalytic Process

Bass, A. (2009) "It Ain't Over Until it's Over" Infinite Conversations, Imperfect Endings, And the Elusive Nature of Termination. *Psychoanalytic Dialogues*, 19:744-759. [PEP Web Link](#)

Learning Objective: At the end of the session, students will be able to describe the intrapsychic function of the therapist for the patient post termination. We will provide clinical material for Bass' ideas of "holding the notion of termination lightly, trying as best (he/she) can throughout...to facilitate the exploration of its very boundaries, limits and possibilities."

CLASS SIX: Post Analytic Contact

Kantrowitz, Judy (2015) The Effect of Post-analytic Contact in *Myths of Termination* (pp. 80-105) Routledge Press. [Available in the library. Check the reading folder or request from library@bps.org]

Learning Objective: At the end of the session, students will be able to discuss the current data on post analytic contact between analyst and analysand. Particular categories include the following: 1. Analysands who are in analytic training and have contact with their analysts in various institutional contexts, meetings, classes, social gatherings, 2. analysands who are not in training, but may encounter analysts in social, neighborhood or organizational settings, 3. the various ways that post analytic contact can either strengthen or undermine analytic gains.

CLASS SEVEN: Psychological Events that Occur after Termination

Orgel, S. (2000) Letting Go: Some Thoughts about Termination. *JAPA* 48:719—738. [PEP Web Link](#)

Learning Objective: At the end of the session, students will continue identification of issues associated with termination such as recovered memories, the reworking of conflicts, and struggles with separateness. Students will also be able to discuss Orgel's important ideas about the sequence

of attachment, interpretation, loss, mourning and degrees of internalization. He states that this sequence, which has been occurring at many moments throughout the course of an analysis, is intensified and consolidated during termination.

CLASS EIGHT: The Ideal vs. The Real at Termination

Gabbard, G (2009). "Good enough" Termination? JAPA 57: 575-594. [PEP Web Link](#)

Learning Objective: At the end of the session, students will be able to identify the positive aspects of certain theoretical ideals for termination as well as negative aspects of theories that have become rigidified in such a way that prevents candidates and analysts in practice from meeting their patients in their unique dynamics in termination. These conflicts between theory-based ideals and experience-based realities will be discussed from Gabbard's point of view as well as the instructors and the students. Clinical material will be included.