Welcome to this seminar! The content of this course introduces essential concepts of psychodynamically informed technique within an historical context. Our intent is that the readings and class discussions will act as a bridge between theory and technique. During the next ten weeks we will be thinking together about how to create and maintain an analytically influenced frame and attitude. We will also explore how we listen to our patients, how we understand our own and our patient’s experience, and consider how, when, and why we intervene during the clinical hour. We will also look at some of the technical difficulties that can arise during our work. We hope that the readings will prompt your associations to your clinical work, and that you will feel free to share these reflections during class discussions.

**Week 1 - December 12:** Getting Started—Establishing the Frame, a Therapeutic Alliance, and Psychoanalytic Thinking

**Readings:**
2. Schafer, R. (1983). The analytic attitude: An introduction. In the *Analytic attitude* (Chapter 1, pp. 3-13). NY: Basic Books. [Available in the library. Check the reading folder or request from library@bpsi.org](mailto:library@bpsi.org)

**Learning Objective:** At the conclusion of this session students will be able to explain the four tenets of Roy Schafer’s conceptualization of the analytic attitude.
Week 2 – December 19: How we sit with, listen to and speak with our patients

Readings:

Optional:
Casement, P. (1991). Preliminary thoughts on learning from the patient. In Learning from the patient (Chapter 1, pp. 3-28). NY: Guilford Press. [Available in the library: Check the reading folder or request from library@bpsi.org]

Learning Objective: At the conclusion of this session students will be able to describe Spezzano’s concept of the three “sites” used in listening to patients that guide interpretation.

Week 3 - January 2: Resistance

Readings:

Learning Objective: At the conclusion of this session, students will be able to define the classical concept of resistance.

Week 4 - January 9: Neutrality

Readings:

Learning Objective: At the conclusion of this session, students will be able to contrast the classical understanding of neutrality with a relational understanding.
Week 5 - January 23: Transference

Readings:

Learning Objective: At the conclusion of this session, students will be able to explain three key theoretical facets of Freud’s original understanding of transference.

Week 6 - January 30: Countertransference

Readings:

Learning Objective: At the conclusion of this session, students will be able to explain Joseph Sandler's concept of “role-responsiveness.”

Week 7 – February 6: Projective Identification

Readings:

Learning Objective: At the conclusion of this session, students will be able to provide an example of projective identification in their work with patients using an object relations framework.

Week 8 - February 20: Enactment

Readings:
Optional:

Learning Objective: At the conclusion of this session, students will be able to explain Paul Russell's concept of the “Crunch.”

Week 9 – February 27: Challenges to the Frame

Reading:

Learning Objective: At the conclusion of this session, students will be able to explain three key concepts of Stephen Mitchell's relational approach to the process by which a therapist/analyst decides to meet a patient’s demand and to provide an example of this dilemma in a clinical situation.

Week 10 – March 5: Termination

Readings:

Learning Objective: At the conclusion of this session, students will be able to discuss how idealized narratives of “successful” termination can influence a therapist’s perspective on when it is in the patient’s best interests to end a treatment.

Additional Bibliography


Freud, S. (1915). Observations on transference love. SE XII (1911-1913): The case of Schreber, papers on technique and other works (pp. 157-171). PEP Web Link

Jacobs, T. (2001). On unconscious communications and covert enactments: Some reflections on their role in the analytic situation. *Psychoanalytic Inquiry, 21*(1), 4-23. [PEP Web Link](PEP Web Link)


