



Winter Elective, 2019-2020

Knowing and Not Knowing in the Analytic Inquiry

Instructors: Ava Bry Penman, PhD & Neal Kass, MD

OVERVIEW: We will be studying the question of 'knowing' and 'not knowing' by close study of the clinical work of group members. Reading will be assigned that will form a backdrop to each session, but is supplemental to the clinical exploration. The reading, ideally, can provide a point of reference and resonance as we direct our attention to the clinical material.

November 21, 2019

Learning Objective: Identify two types of facts in psychoanalysis.

Reading: Gardner, M.R. (1995). Is that a fact? Empiricism revisited, or a psychoanalyst at sea. In *Hidden questions, clinical musings* (Chapter 10, pp. 140-162). NY & London: Routledge. [Available in the library. Check the reading folder or request from library@bpsi.org]

December 5, 2019

Learning Objective: Describe two ways in which a psychoanalytic framework 'does' and 'does not' inform observation.

Reading: Freud, A. & Burlingham, D. (1943). Introduction, Survey of psychological reactions, Reaction to destruction & Five types of air-raid anxiety. In Lehrman, P.R. (Ed.), *War and children* (pp. 11-37). NY: Medical War Books. [Available in the library. Check the reading folder or request from library@bpsi.org]

December 12, 2019

Learning Objective: Provide two examples of ways analysts 'learn' from patients and contrast this to analyst's theories of what they 'know'.

Reading: Casement, P. (2002). The unknown beyond the known. In *Learning from our mistakes: Beyond dogma in psychoanalysis and psychotherapy* (Chapter 9, pp. 110-125). NY: The Guilford Press. [Available in the library. Check the reading folder or request from library@bpsi.org]

Optional Reading: Casement, P. (1992). The analytic space and process. In *Learning from the patient* (Chapter 20, pp. 339-357). NY: The Guilford Press. [Available in the library. Check the reading folder or request from library@bpsi.org]

December 19, 2019

Learning Objective: Delineate two ways that music can embody somatic and psychic experience.

Reading: Lombardi, R. (2008). Time, music, and reverie. *JAPA*, 56(4), 1191-1211. [PEP Web Link](#)

January 2, 2020

Learning Objective: Identify two defining features of the analytic play-space in work with children and adults.

Reading: Winnicott, D.W. (1971). Playing: A theoretical statement. In *Playing and reality* (Ch. 3, pp. 38-52). [PEP Web Link](#)

January 9, 2020

Learning Objective: Identify three considerations in the clinical handling of defense with particular attention to what is 'not known'.

Reading: Bromberg, P.M. (1996). Standing in the spaces: The multiplicity of self and the psychoanalytic relationship. *Contemporary Psychoanalysis*, 32, 509-535. [PEP Web Link](#)

January 23, 2020

Learning Objective: Critique an analytic stance of opening and holding the 'not known' and give two examples of clinical choices in this regard.

Reading: Havens, L. (1993). Some gestures. In *Coming to life: Reflections on the art of psychotherapy* (Chapter 4, pp. 59-76). Cambridge, MA: Harvard University Press. [Available in the library: Check the reading folder or request from library@bpsl.org]

January 30, 2020

Learning Objective: Explain how an analytic stance that utilizes what one 'knows' through analytic theory and training, also facilitates exploration and the capacity to bear deep emotional experience.

Reading: Pinsky, E. (2017). The instrument. In *Death and fallibility in the psychoanalytic encounter: Mortal gifts* (Ch. 4, pp. 69-91). NY & London: Routledge. [Available in the library: Check the reading folder or request from library@bpsl.org]