



Technique I, Fall 2020

**Analytic Identity and Beginning an Analysis**

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Welcome to BPSI and Technique I! It is a special honor and privilege for us to have the opportunity to teach you as you commence this new professional journey toward becoming psychoanalysts. In this course, we will focus on two perhaps distinct but related goals— understanding the basic tenets of psychoanalytic technique, and using this understanding to deepen treatment. While you have all had prior training in and experience practicing psychoanalytic psychotherapy, we will aim to pay special attention to how and when the deeper immersive process that psychoanalysis entails might be particularly effective. With this aim in mind, we will read and discuss one paper each week focused on a particular aspect of psychoanalytic technique. We will also ask one of you each week to present your work with a patient, and will consider how the principals of analytic technique we are examining might best be applied to develop potential psychoanalytic cases for your training.

Psychoanalysis is both a theoretical school of thought about the workings of the human mind, and an approach to clinical practice. We would begin by offering the following definition of clinical psychoanalysis:

*Analysis is a modality in which there is an affective engagement between analyst and patient in the service of greater degrees of freedom in the analysand's capacity for thinking, feeling, and understanding. Essential components of psychoanalytic technique typically include free association, evenly hovering attention to unconscious process, and interpretation. There are certain pragmatic tools and practices, sometimes referred to as the analytic frame, that can facilitate this access, including meeting at greater frequency and use of the couch. Psychoanalysis is also fundamentally a treatment which employs the relationship between the analyst and analysand to promote this enhanced freedom in the capacity for thinking and feeling, and thus close attention should be paid to one's experience within the treatment relationship for both patient (transference) and analyst (countertransference). The treatment frame can serve as scaffolding around which unconscious elements of transference and countertransference are often enacted, which, when understood, can provide greater opportunities for learning and growth. Over time there has been expansion of the field of interest within psychoanalysis – a movement from thinking only about the patient's relationship to her own mind, to one which included thinking about the analysand's and analyst's minds at work together, encompassing a jointly constructed field sometimes described as the "analytic third". It is through all of these kinds of interactions in the analytic relationship that a deeper understanding of oneself can occur, which can lead to symptom relief and the emergence of new life possibilities.*

It is with this description in mind that we offer the following topics for consideration over these next eight weeks. We very much look forward to learning together.

### **1. Psychoanalysis -- What and Why?**

September 24, 2020

Levine, H.B. (2010). Creating analysts, creating analytic patients. *IJP*, 91(6): 1385-1404. [PEP Web Link](#)

*Learning Objective: At the conclusion of this session candidates will be able to define an analytic mindset, and identify one distinguishing factor in the recommendation of psychoanalysis as the treatment of choice.*

### **2. Resistance Toward Analysis**

October 1, 2020

Ehrlich, L.T. (2013). Analysis begins in the analyst's mind: Conceptual and technical considerations on recommending analysis. *JAPA*, 61(6): 1077-1107. [PEP Web Link](#)

Recommended reading: Bernstein, S.B. (2010). Treatment preparatory to psychoanalysis: A reconsideration after twenty-five years. *JAPA*, 58(1): 27-57. [PEP Web Link](#)

*Learning Objective: At the conclusion of this session candidates will be able to define resistance to analysis.*

### **3. The Analytic Frame and Technical Considerations**

October 8, 2020

Freud, S. (1913). On beginning the treatment (further recommendations on the technique of psychoanalysis). *SE XII*: 121-144. [PEP Web Link](#)

Recommended reading: Ehrlich, L.T. (2019). Teleanalysis: Slippery slope or rich opportunity? *JAPA*, 67(2): 249-279. [PEP Web Link](#)

Recommended video: <https://youtu.be/hZW1LBrveo>

*Learning Objective: At the conclusion of this session candidates will be able to define the concept of analytic frame and list three components.*

#### **4. Neutrality**

October 15, 2020

Greenberg, J. (1986). Theoretical models and the analyst's neutrality. *Contemp. Psychoanalysis*, 22: 87-106. [PEP Web Link](#)

*Learning Objective: At the conclusion of this session candidates will be able to define analytic neutrality.*

#### **5. Analytic Listening**

October 29, 2020

Parsons, M. (2007). Raiding the inarticulate: The internal analytic setting and listening beyond countertransference. *IJP*, 88(6): 1441-1456 [PEP Web Link](#)

*Learning Objective: At the conclusion of this session candidates will be able to define analytic listening and name one way in which it potentially promotes psychoanalytic process.*

#### **6. Free Association**

November 5, 2020

Ogden, T. (1996). Reconsidering three aspects of psychoanalytic technique. *IJP*, 77: 883-899. [PEP Web Link](#)

Recommended Reading: Kris, A.O. (1992). Interpretation and the method of free association. *Psychoanalytic Inq.*, 12(2): 208-224. [PEP Web Link](#)

*Learning Objective: At the conclusion of this session candidates will be able to define free association and name one example of a derivative of the unconscious.*

#### **7. Interpretation**

November 12, 2020

Tuckett, D. (2019). Transference and transference interpretation revisited: Why a parsimonious model of practice may be useful. *IJP*, 100(5): 852-876. [PEP Web Link](#)

*Learning Objective: At the conclusion of this session candidates will be able to define psychoanalytic interpretation and name one example of a transference interpretation.*

## **8. Considering How Race, Class, Gender, and Sexuality Impact Analytic Technique**

November 19, 2020

Hamer, F.M. (2002). Guards at the gate: Race, resistance and psychic reality. *JAPA*, 50(4): 1219-1237. [PEP Web Link](#)

*Learning Objective: At the conclusion of this session candidates will be able to identify an example of unconscious bias in psychoanalysis regarding race, class, gender, or sexuality.*