



B P S I

boston psychoanalytic
society & institute

Seminar Year II

Technique II: The Analytic Stance

Fall 2021

Sherry Dickey, PhD and Jack Foehl, PhD

“What we have come to know about the shaping of the analyst, his [and her] work ego, and analytic competence has long since required of us that we see ourselves in our work as indeed adequate at times, but liable to lapse and short-fall for many reasons. Since we know the assets and limitations we brought to our choice of career, and the forces of conflict and compromise that shaped that choice, we know we are not so different from our patients, except as our own analytic experience and training have helped us to evolve a little further in our development and adaptation through analytic ways of knowing. We realize that what we have been trained to do and molded to think both expand and constrain us, and reflect our identifications made with and against those who educated us.” McLaughlin (1991).

Note: log into your PEP Web account to access full text articles cited below.

Academic Lecture: September 9, 2021

Session 1: September 23: Transference I: Freud’s Technique and the Limits of Technical Directives

Freud, S. (1915). Observations on transference-love (Further recommendations on the technique of psycho-analysis III). *The standard edition of the complete psychological works of Sigmund Freud, volume XII (1911-1913): The case of Schreber, papers on technique and other works* (pp. 157-171). [PEP Web Link](#)

Optional Reading:

Salberg, J. (2007). Hidden in plain sight: Freud’s Jewish identity revisited. *Psychoanalytic Dialogues*, 17(2), 197-217. [PEP Web Link](#)

Learning Objective:

Participants will be able to describe two somewhat contradictory views of transference love introduced by Freud in his seminal paper on the subject.

In the Transference Love paper, Freud takes pains to point out the illusory nature of transference love, as he shifts to an emphasis on the feelings that arise in treatment. Salberg imbeds Freud and his theories in an historical context both preceding his life and during this life regarding views of Jews and women, offering a contextualized view of his revolutionary notion that our emotional lives offer the key ingredient for psychological change.

Session 2: September 30: Transference II: The Evolution of the Concept

Bird, B. (1972). Notes on transference: Universal phenomenon and hardest part of analysis. *Journal of the American Psychoanalytic Association*, 20, 267-301. [PEP Web Link](#)

Learning Objective:

Participants will be able to name and discuss three reasons for the evolution of the concept of transference in North American psychoanalysis.

The concept of transference has long been recognized as a central element in the clinical encounter. In this renowned classic review of the transference, Bird wrestles with many of the issues that come to the fore when psychoanalysts discuss the topic. Transference vs. the “real relationship,” the role of countertransference, the elusive concept of transference neurosis, and the role of the analyst’s subjectivity. We will use this as a jumping off point to look at more contemporary views on the subject as the course progresses.

Session 3: October 7: Using Countertransference I: The Evolution of the Concept

Jacobs, T. J. (1986). On countertransference enactments. *Journal of the American Psychoanalytic Association*, 34, 289-307. [PEP Web Link](#)

Optional Reading:

Hansbury, G. (2017). Unthinkable anxieties: Reading transphobic countertransferences in a century of psychoanalytic writing. *Transgender Studies Quarterly*, 4(3-4), 384-404. [Download from the [Reading folder](#) or request from library@bpsi.org].

Learning Objective:

Participants will be able to describe three ways countertransference came to be seen as a useful source of data in psychoanalysis.

The early papers on countertransference were an attempt to move beyond the view of countertransference as a contamination of the analytic field. These authors came to accept their own emotional reactions and associations as valuable sources of information regarding the transference and the analysand’s internalized object relations. Hansbury discusses the evolution of thinking about trans people from psychoanalysts over time. Anxieties that may have infantile, cultural, and/or gender origins are explicated. Notice the tension between countertransference as a useful tool for exploring analytic process and countertransference as an impediment to the processes of exploration and understanding.

Session 4: October 14: Using Countertransference II: Listening from Different Vantage Points

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

Optional Reading:

Bass, A. (2001). It takes one to know one; or, whose unconscious is it anyway? *Psychoanalytic Dialogues*, 11(5), 683-702. [PEP Web Link](#)

Learning Objective:

Participants will be able to list and discuss three contrasting approaches to analytic listening.

How we listen to analytic process is a cornerstone of our work and may vary greatly, depending on theoretical perspective and the personhood of the analyst. Working from an intersubjective perspective in a way that doesn't privilege one vantage point over another, Ogden focuses on listening for the affective dimension of aliveness and deadness as it emerges in the analytic third created by the reveries of both analyst and analysand. Bass discusses the sometimes uncanny unconscious experiences and communications that can happen in psychoanalytic relationships. He explores the special qualities of unconscious receptivity and deep points of contact in the analytic couple, using even contemporary quantum physics to make his point.

Special Topics Night. October 21, 2021

Session 5: October 28: Caring, Coercion and The Analyst's Presence

Hoffman, I. Z. (1996). The intimate and ironic authority of the psychoanalyst's presence. *Psychoanalytic Quarterly*, 65, 102-136. [PEP Web Link](#)

Optional Reading:

Renik, O. (1999). Playing one's cards face up in analysis: An approach to the problem of self-disclosure. *Psychoanalytic Quarterly*, 68(4), 521-539. [PEP Web Link](#)

Learning Objective:

Participants will be able to identify and discuss the two different views of the analyst's authority in psychoanalysis held by Hoffman and Renik.

These two contemporary authors hold similar positions on many issues that have come to define an intersubjective stance in psychoanalytic clinical theory. These two papers, however, show them taking very different positions on a key issue related to the atmosphere in which the treatment is conducted. Hoffman believes we should preserve the power of illusion though he still values the "intimacy" of the relationship. Renik, by contrast, believes we should just put our ideas on the table, diminishing the mystique of the analyst in favor of a search for truth conducted by two adults in a very personal and meaningful collaboration.

Session 6: November 4: Resistance: To What and By Whom

Mitrani, J. L. (2001). 'Taking the transference' Some technical implications in three papers by Bion. *International Journal of Psychoanalysis*, 82(6), 1085-1104. [PEP Web Link](#)

Optional Reading:

Gill, M. M. (1979). The analysis of the transference. *Journal of the American Psychoanalytic Association*, 27S(Supplement), 263-288. [PEP Web Link](#)

Learning Objective:

Participants will be able to list two factors that contribute to the analyst's resistances to being fully engaged in treatment.

We all know that the exploration of transference is perhaps the most central part of therapeutic action. However, we also know that this is an unusually difficult and unnerving aspect of psychoanalytic work. What are some of the reasons for our difficulty and how might we think about the obstacles as well as how we use or don't use ourselves in this process? Mitrani shows the special kind of engagement entailed while maintaining a position "without memory or desire." Coming from an interpersonal perspective, Gill's article explores reasons for our own complex resistances to transference, as well as ways that we may make transference more immediate and accessible in the here and now.

Session 7: November 11: The Analyst's Unconscious Participation

Aron, L. (1991). The patient's experience of the analyst's subjectivity. *Psychoanalytic Dialogues*, 1(1), 29-51. [PEP Web Link](#)

Optional Reading:

Leary, K. (1995). "Interpreting in the dark" Race and ethnicity in psychoanalytic psychotherapy. *Psychoanalytic Psychology*, 12(1), 127-140. [PEP Web Link](#)

Learning Objective:

Participants will be able to contrast and describe two different views of the use of the analyst's subjectivity.

Aron addresses the issue of the analyst's subjectivity and conceptualizations of the analyst's "optimal functioning." Countertransference is a useful source of data that can also be a hindrance at times. Aron views the analyst's subjectivity as a ubiquitous and unavoidable aspect of the interactive process in treatment. This view is an elaboration of Benjamin's notion of the mother's subjectivity as the infant's window into external reality. Leary offers three cases where her countertransference was important in either deepening the work or not. She believes that the meaning of race is best negotiated by patient and therapist in the session.

Session 8: November 18: All the Same Only Different

Ferro, A. (2009). Transformations in dreaming and characters in the psychoanalytic field. *International Journal of Psychoanalysis*, 90(2), 209-230. [PEP Web Link](#)

Learning Objective:

Participants will be able to describe how to use characters presented in the patient's material as if they were dream representations of feelings and thoughts.

Ferro stresses the contributions made by a transition from psychoanalysis directed primarily toward content to a psychoanalysis that emphasizes the instruments for dreaming, thinking, and feeling.

In this final meeting, participants will have an opportunity to think about and discuss the pluralistic state of current theory, given our growing understanding of the intersubjective nature of experience and communication.