



The New Jersey Institute for Training in Psychoanalysis
#F403 - Case seminar: Comparative Orientations

Fall 2023
Via Zoom

Instructor: Regina Mezheritsky, LCSW

Course description: In this case seminar we will be moving through the history of psychoanalytic thought, discussing major theoretical developments from Freud's original theory through contemporary theories. We will critically analyze how each school of thought approaches therapeutic aim and therapeutic action. In doing so, our goal will be to deepen our understanding of how the analyst's theory shapes technique. We will also seek to understand how the various theoretical perspectives see pathology, interventions, interpretations, the role of the analyst, and how analysis "cures." Topics will also include modes of analytic listening, the formulation and timing of interventions, dealing with resistances/impasses, and other issues related to the psychoanalytic frame.

Course objectives:

1. Analyze and evaluate modes of analytical listening from different perspectives.
2. Identify and modify candidates' listening skills.
3. Show how different psychoanalytic schools approach therapeutic aim and therapeutic action.
4. Describe how different frames of analytical thought could be integrated and applied in clinical practice.
5. Evaluate different interventions, timing of interventions, the role of insight, and the impact of the therapeutic relationship.

Evaluation:

This is a case seminar which involves the presentation of clinical cases from each participant. The candidates will be evaluated by their participation and demonstration of their understanding regarding the readings and objectives of the course.

Course etiquette and confidentiality: Given that we will be having our class discussions on Zoom, it is critical that we all be respectful and mindful of one another's

time and space. As such, please keep your cameras on and mute yourselves while others are presenting their thoughts. Additionally, because our case discussions and other discussions may feature confidential clinical information (or other sensitive information not to be disclosed outside of the learning environment), **it is imperative that you (1) find a place in which to log in to the class that is private and in which you and others cannot be overheard and (2) refrain from discussion of the above-mentioned confidential or sensitive information outside of our class time.**

Readings and material:

Readings will be found on a Dropbox folder I will make available to all of you.

Required text: Busch, F. (2020). *Dear candidate: Analysts from around the world offer personal reflections on psychoanalytic training, education, and the profession.* Routledge. {hereinafter **Busch, F.**}.

This book is available on Amazon. Hardcover and Kindle.

Class and readings:

Class I: Therapeutic aim and therapeutic action. How do different schools of psychoanalysis view therapeutic aim and therapeutic action, and how might this impact treatment?

Required readings:

- Freud, S. (1913). On beginning the treatment. *Standard Edition*, 12, 122-144.
- Freud, S. (1937). Constructions in analysis. *Standard Edition*, 23, 257-269.
- Frank, K. A. (2020). Rethinking therapeutic action: Finding commonalty in diversity. *Psychoanalytic Perspectives*, 17, 289-317
- Busch, F. Chapter 33.

Class II: Classical (drive) and ego psychology. Concepts such as developing an observing ego, strengthening the ego, making the unconscious conscious, analyzing

resistances, transference, interpreting, and working through will be analyzed in the context of clinical work.

Required readings:

- Bronstein, C. (2015). The analyst's disappointment: An everyday struggle. *Journal of the American Psychoanalytic Association*, 63, 1173-1192.
- Shill, M. (2011). Intersubjectivity and the ego. *Psychoanalytic Social Work*, 18, 1-22.
- Pine, F. (2020). On observation, theory, and the mind of the working clinician. *Psychoanalytic Psychology*, 37, 89-97.
- Busch, F. Chapter 31.

Class III: Klein and contemporary Kleinian. We will evaluate the role of objects/part objects, paranoid/schizoid and depressive positions, and the concept of projective identification from a classical and contemporary perspective.

Required readings:

- Roth P. & Segal, H. (1990). Discussion: A Kleinian view. *Psychoanalytic Inquiry*, 10(4), 541-549.
- Agatsuma, S. (2014). Differentiating two kinds of neutrality. *International Forum of Psychoanalysis*, 23, 238-245.
- Ogden, T. H. (2020). Toward a revised form of analytic thinking and practice: The evolution of analytic theory of mind. *Psychoanalytic Quarterly*, 89, 219-243.
- Busch, F. Chapter 42.

Class IV: Interpersonal. The meaning and effect of intrapsychic vs. interpersonal in clinical practice will be critically addressed.

Required readings:

- Abend, S. M. (1988). Intrapsychic versus interpersonal: The wrong dilemma. *Psychoanalytic Inquiry*, 8, 497-504.
- Pine, F. (2021). Moments: The psychobiography of a concept. *Psychoanalytic Psychology*, 38, 161-167.
- Busch, F. Chapter 35.

Class V: British object and Independent. We will analyze how the British object relations and the Independent schools of thought have influenced theory and practice.

Required readings:

- Kohon, G. (1990). Discussion: British independent object relations view. *Psychoanalytic Inquiry*, 10(4), 550-553.
- Appollon, S. (2021). The triple entendre. *Psychoanalytic Dialogues*, 31, 6-12.
- Diamond, M. J. (2020). Encompassing the multitude, animating the contradictions, and building bridges: Reply to commentaries. *Journal of the American Psychoanalytic Association*, 68, 921-947.
- Busch, F. Chapter 30.

Class VI: Self theory. The evolution of self-psychology from Kohut to contemporary self theory will be discussed. The role of validation, recognition, and empathy and their places in clinical work will be critically evaluated.

Required readings:

- Bollas, C. (1986). Who does self psychology cure? *Psychoanalytic Inquiry*, 6, 429-435.
- Brier, R. & Ornstein, A. (2021). Tracking changes in the disruption/repair sequences: Important aspects of clinical work. *Psychoanalysis, Self, and Context*, 16, 371-379.
- Atlas, G. (2021). Winners and losers in a dramatic dialogue. *Psychoanalytic Dialogues*, 31, 684-691.
- Busch, F. Chapter 2.

Class VII: Relational turn and Intersubjectivity. We will examine the relational turn in American psychoanalysis and its influence in clinical practice.

Required readings:

- Mitchell, S.A. (1990). Discussion: A relational view. *Psychoanalytic Inquiry*, 10(4), 523-540.
- Greenberg, J. (2001). The analyst's participation: A new look. *Journal of the American Psychoanalytic Association*, 49, 359-381.

- Diamond, M. J. (2020). Return of the repressed: Revisiting dissociation and the psychoanalysis of the traumatized mind. *Journal of the American Psychoanalytic Association*, 68:839-874
- Busch, F. Chapter 12.

Class VIII: Pluralism/Intersectionality. The fact that many different theories have evolved in the field of psychoanalysis and have influenced many aspects of clinical practice will be reviewed. We will discuss intersectionality in psychoanalysis. The seminar as a whole will be evaluated.

Required readings:

- Ackerman, S. (2020). A diagnosis for psychoanalysis in the 21st century: Freud as medicine. *Psychoanalytic Quarterly*, 89, 667-688.
- Belkin, M. (2021). Towards an intersectional psychoanalysis of race, gender and sexuality. *Contemporary Psychoanalysis*, 57 (2), 206-207.
- Karbelnig, A.M. (2022). Chasing infinity: Why clinical psychoanalysis's future lies in pluralism. *International Journal of Psychoanalysis*, 103, 5-25.