



THE CHICAGO INSTITUTE FOR PSYCHOANALYSIS

EDUCATION | TREATMENT | SERVICE

FUNDAMENTALS OF PSYCHOANALYTIC THOUGHT

COURSE CATALOG
ACADEMIC YEAR 2017 – 2018

FUNDAMENTALS OF PSYCHOANALYTIC THOUGHT (COURSES NOT OPEN TO STUDENTS AT LARGE)

- **Case Conference**

Quarter(s):

Fall, Winter, Spring

2 Credits (12 sessions/qtr)

Instructor(s):

Course Description:

The presentation and discussion of clinical cases is considered fundamental to the training and education of both clinical and academic Psychoanalytic thinkers. Case seminars provide for the development of skills by exposing students to the ideas and techniques of other peers and faculty in educational discussions. Clinical case seminars also prepare students for the future use of peer consultation as a means to maintain clinical competence over the course of professional life. Therefore, the goal of the first year case seminar is to facilitate the presentation of clinical cases to teachers and fellow students in the interest of developing ongoing integration of psychoanalytic technique and skill.

Objectives:

By the end of the first year of study, Students of the Fundamentals of Psychoanalytic Thought Case Conference will be able to:

- 1) Establish an initial treatment alliance.
- 2) Understand what it means to "deepen the treatment."
- 3) Identify issues of resistance.
- 4) Begin listening from a psychoanalytic frame.
- 5) Recognize transference and countertransference dynamics.
- 6) Apply knowledge from various theories (other Fundamentals class material).

- **Clinical Approach to the Patient**

Quarter(s):

Fall, Winter, Spring

1 Credit (6 sessions/qtr)

Instructor(s):

[Marshall Kordon](#), [Neal Spira](#)

Course Description:

- 1) To teach the fundamental psychoanalytic approach to the clinical encounter
- 2) To facilitate the integration of ideas from other courses
- 3) To teach students about psychoanalytic assessment based on the epigenetic hierarchical model
- 4) To teach students how to initiate psychoanalytic treatment based on their assessment, and how to modify their assessment based on response to treatment
- 5) To prepare our students for participation in case conference

- **Critical Thinking I: What is a Psychoanalytic Attitude?**

Quarter(s):

1 Credits (6 sessions)

Fall

Instructor(s):

Virginia Barry

Course Description:

A psychoanalytic attitude differs from the therapeutic aspirations and the approach to psychological knowledge of other schools of psychology in significant ways. This class will explore the essential components of the psychoanalyst's mind/mindset that guide the work.

Course Objectives:

- 1) To discuss elements that comprise a psychoanalytic attitude
- 2) To begin to conceptualize how the analyst's goals and theories impact how the analyst listens.
- 3) To be able to consider how the ways a psychoanalyst listens impacts the outcome of the analysis.

Format:

This is a seminar in which students will have read the assigned readings and be prepared to discuss using their personal and clinical experience as a point of reference.

- **Critical Thinking II: The Epigenetic Hierarchical Frame**

Quarter(s):

Winter

1 Credit (6 sessions)

Instructor(s):

Charles Jaffe, Joshua Kellman

Course Description:

A core psychoanalytic education needs a frame within which the study of development, technique, psychoanalytic models of mind, and relations to other cognate fields can be addressed rationally and coherently. Such a frame can further facilitate critical and systematic study of the relationships of these various elements.

It is generally accepted that human development fits within an epigenetic hierarchical frame. It serves as an organizer for studying many aspects of psychoanalysis: theory and technique, process, a theory of change and connection with related fields that constitute the metapsychology for clinical theory.

Course Objectives:

- 1) Introduction to the epigenetic hierarchical frame.
- 2) Elaboration of its use as an umbrella for organizing the knowledge base for psychoanalytic theory, nosology and practice.
- 3) Overview of EH as a bridge linking psychoanalytic models with knowledge from related fields pertinent to human development and function.

Course Format:

This is a one quarter (6 session) class. The format is lecture discussion. The readings are listed as "sources" because they will not be assigned in total. Rather, they will be covered in lecture, highlighting specific nodal theses.

At the end of the course the students will be expected to be able to write short answers to questions that capture the main pedagogical goals of the lectures and discussions.

- [Critical Thinking III: Critical Reading](#)

Quarter(s):

Spring

1 Credit (6 sessions)

Instructor(s):

[Robert Galatzer-Levy](#)

Course Description:

Because psychoanalysis is a rapidly evolving discipline every serious student of the field should be able to read and evaluate ongoing research. How to evaluate psychoanalytic investigations and the merits of truth claims remain matters of vigorous controversy in the field. This course explores methods for critically reading psychoanalytic studies by applying various methods of critical reading to recent and classical publications.

- [Evolution of Psychoanalytic Thought](#)

Quarter(s):

Fall, Winter, Spring

2 Credits (12 sessions/qtr)

Instructor(s):

[Erika Schmidt](#), [Leo Weinstein](#), [Elizabeth Feldman](#)

Course Description:

Psychoanalysis is both a theory of human functioning influenced by clinical experience and a form of therapeutic intervention grounded in the theoretical understanding of the mind. Freud's revolutionary ideas grew out of the intellectual and scientific traditions of his day and he continued to revise, discard and change them over the course of his career. From the start, many others contributed to the corpus of psychoanalytic thought and practice, as modifiers, revisionists and sometimes heretics. As a profession, psychoanalysis has had a complicated history with its own builders of the theory, some accepted, some rejected, some idealized and some silently incorporated. Theories within the domain of psychoanalysis have proliferated and enriched it, but also added complexity to the question that was there from the start: How do we define psychoanalysis? This course will provide an overview of the way the theory and practice of psychoanalysis have evolved as the psychoanalytic conversations and debates have been influenced by clinical experience and by theoretical principles. Likely it will raise as many questions as it answers.

- [Fundamental Concepts in Psychoanalysis](#)

Quarter(s):

Fall, Winter, Spring

1 Credit (6 sessions/qtr)

Instructor(s):

[Neal Spira](#)

Course Description:

1) Students learn core psychoanalytic concepts as they operate clinically and in theory and learn how to use common psychoanalytic terms with precision.

2) We want to emphasize that these concepts came out of clinical work, and that they are rooted in Clinical and Developmental Transformations.

- **Psychoanalytic Perspectives on Developmental Processes**

Quarter(s):

Fall, Winter, Spring

1 Credit (6 sessions/qtr)

Instructor(s):

[William Gieseke](#)

Course Description:

In this course, we will examine the psychoanalytic understanding of human development over the life course, with attention to the changing views of the underlying developmental processes. Psychoanalysis prioritizes the study of subjectivity and the way in which motives and personal meaning shape an individual's life. We will consider how development is influenced by one's innate endowment and one's individual experiences within a specific cultural, social, familial, emotional, and cognitive milieu and how these factors mutually influence each other. We are specifically interested in how experience becomes subjective and how subjective experience can change over time.

Course Objectives:

- 1) Students will be able to identify the nature of the developmental process over the life course;
- 2) Students will be able to describe the separation-individuation process at different points in life;
- 3) Students will be able to become literate in the central concepts related to development; and
- 4) Students will demonstrate skills at observation.