

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS
CLASS: RELATIONAL SELF-PSYCHOLOGY
WEEKEND PSYCHOANALYTIC TRAINING PROGRAM 2020-2021
INSTRUCTORS: Estelle Shane, PhD.; Joye Weisel-Barth, PhD and PsyD

COURSE DESCRIPTION:

In this class we will trace the development of Self Psychology from Kohut's groundbreaking contribution through three generations of change and evolution. Moving from an initial one-person psychology to a thoroughgoing systems or field theory, self psychology along the way has incorporated ideas from infant research, dynamic systems theory, affect theory, narrative theory, and relational theory. In reviewing the primary features of a relational self psychology model, the class will examine changes in core self psychology notions such as empathy, selfobject function, transference, countertransference, affect attunement, the nature of the self, and the concept of representation. In the final class, students will present short papers focusing on how relational self psychology influences their thinking and clinical practice, including a case example.

COURSE OBJECTIVE:

The objective of this course is to provide candidates with knowledge of the history and development of self psychology and an understanding of current theory and clinical applications. The class will also be introduced to external influences on the development of relational self psychology by reading about contributions from intersubjectivity theory, dynamic systems theory, infant research, and attachment theory. The instructors, who identify themselves as relational self psychologists, will also offer their own written pieces as well as identify tensions within the field.

At the completion of the class candidates will

1. identify the historical foundation and theoretical building blocks that result in current relational self psychology theory and practice.

2. be conversant in how dynamic systems theory provides an overarching theory of change and development in psychoanalysis.
3. use ideas of subjectivity to describe the analytic meeting.
4. describe the concept of empathy and its use in clinical practice.
5. employ ideas of selfobject functions and transferences in thinking about analytic process.
6. integrate co-transference issues in thinking about analyst stance, participation, and self disclosure in clinical settings.
7. apply infant research ideas about emotional regulation, patterns of relational expectation, and fittedness to adult therapeutic interactions.

SESSION ONE:

Objectives:

1. Describe five factors that Fosshage, Magid, and Shane describe moving toward the evolution of self psychology to a relational model.
2. Name five ways in which Magid and Shane identify changes in Kohut's basic concepts and expansions of self psychology to create a relational self psychology, based on findings from infant observation, dynamic systems, brain research, and relational and other psychoanalytic perspectives.
3. Identify the principle reason that Magid and Shane feel the selfobject concept must be "restored"? What do the authors mean when they talk about the need for the restoration of the selfobject?

Readings:

Fosshage, Magid, Shane (in print) *Introduction to Evolution of Relational Self Psychology*

Magid & Shane (1917 "Relational Self Psychology" in *Psychoanalysis: Self and Context* 12:1-18

Magid & Shane (2018) "The Restoration of the Selfobject" 3:246-259

SESSION TWO:

Objectives:

1. Briefly trace ways in which empathy expanded in self psychology
2. Identify what is meant when one Magid speaks of self psychology moving from a model of provision to one of mutual influence.
3. Describe what Kohut means by empathy? How does he revise the understanding of the Oedipal complex?
4. Describe Fosshage's other centered listening
5. How does Stern differentiate between needed and repeated relationships?
6. Describe what is meant by the hermeneutic circle?

Readings:

Fosshage, Magid, Shane (in Press) *Relational Self Psychology*

Fosshage (in Press) *Relational Self Psychology* \ *Empathy and Beyond* "Introduction"

Magid (In Press) *Relational Self Psychology From Provision to Mutual Influence*, "Introduction"

Kohut, H. (2010). "On Empathy." *Int. J. Psychoanal. Self Psychol.*, 5(2):122-13

Fosshage, J.L. (2011). "The Use and Impact of the Analyst's Subjectivity with Empathic and other Listening/Experiencing Perspectives." *Psychoanal. Q.*, 80(1):139-160

Stern, S. (1994). "Needed Relationships and Repeated Relationships: An Integrated Relational Perspective." *Psychoanal. Dial.*, 4(3):317-346

Orange, D.M. (1993). Chapter 18 "Countertransference, Empathy, and the Hermeneutical Circle." *Progr. Self Psychol.*, 9:247-256

SESSION THREE:

Objectives:

1. How does Shane explain the movement from dyads to systems in relational self psychology? Name two distinctions.
2. Name three characteristics of the world of systems as Coburn describes it.
3. What does Stern mean when he describes the self as a relational structure? What is he comparing it to?
4. List three characteristics of dynamic, dyadic, intersubjective systems in Stolorow's perspective.
5. How do Stolorow et al distinguish their vision of mind from the Cartesian perspective?

6. List six features of Trop's dynamic systems view of selfhood.

Readings:

Shane (in Press) *Relational Self Psychology From Dyads to Systems*, "Introduction"

Coburn, W.J. (2002). "A World of Systems." *Psychoanal. Inq.*, 22(5):655-677

Stern, Daniel, *The Self as a Relational Structure*

Stolorow, R.D. (1997). "Dynamic, Dyadic, Intersubjective Systems." *Psychoanal. Psychol.*, 14(3):337-346

Stolorow, R.D.; Atwood, G.; Orange, D. (2002) "From Cartesian Minds to Experiential Worlds," in *Worlds of Experience*, Basic Books, N.Y.

Trop, (2019) "Dynamic Systems View of Selfhood" Presentation at IAPSP, Vancouver

SESSION FOUR:

Objectives:

1. Name three features that Magid identifies that infant research adds to relational self psychology.
2. What is meant by "non-interpretive mechanisms"?
3. How would you describe Mentalization?
4. Describe three contributions from infant research identified by Tronick.

Readings:

Magid, B. (In Press) *Relational Self Psychology You've Come a Long Way Baby!*, "Introduction"

The Process of Change Study Group, Stern, D.N., Sander, L.W., Nahum, J.P., Harrison, A.M., Lyons-Ruth, K., Morgan, A.C., Bruschiweiler-Stern, N. and Tronick, E.Z. (1998). "Non-Interpretive Mechanisms in Psychoanalytic Therapy." *Int. J. Psycho-Anal.*, 79:903-921

Fonagy, P. and Target, M. (1998). "Mentalization and the Changing Aims of Child Psychoanalysis." *Psychoanal. Dial.*, 8(1):87-114

Tronick, E.Z. (2003). "Of Course All Relationships Are Unique". *Psychoanal. Inq.*, 23(3):473-491

SESSIONS FIVE AND SIX: Narrative Creation in Psychoanalysis

Weisel-Barth, J., (2020) Preface and Introductions 1 and 2 to *Theoretical and Clinical Perspectives on Narrative in Psychoanalysis: The Creation of Intimate Fictions*

Objectives:

1. Identify the ways in which the creation of stories is central to the analytic pursuit.
2. Describe some similarities between the creation of fictions in literature and the creation of narratives in psychoanalysis.
3. Relate what Freud understood about narrative when he was developing psychoanalysis
4. Indicate how psychoanalytic stories are related to psychoanalytic theories. Use two examples from the stories below.

Weisel-Barth, J., Choose four articles from the following:

“On Becoming an Analyst”

“Katherine: A Long Hard Case”

“Analyst Envy in Working with an Artist: Four Scenes”

“On Analytic Certainty and Delinquent Dissembling: the Case of Sharon”

“Thinking and Writing About Complexity Theory in the Clinical Setting”

“Bad Faith and Analytic Failure”

“Malignant Loneliness”