

## **Clinical Case Seminar: Analysts Presenting Cases 2020-2021**

Institute of Contemporary Psychoanalysis  
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Dates & Time: Sept 12th- May 1st, Sat 2:30-5pm  
Total hours of instruction: 15 hours (1 unit)

### **Course Description:**

Psychoanalysis has evolved over time to include greater theoretical diversity, and understanding how the different theories translate into clinical practice can be quite a challenge. Candidates are usually eager to learn more about how psychoanalysts actually work - what they listen for and say in the sessions, and why. This course offers that opportunity, for candidates to delve into what analysts actually do - how they work in the transference and formulate interpretations, what they are thinking in the heat of the moment, and how their thinking, attitudes, and theory influences their style of engagement and choice of interventions. Throughout the course we will learn about the application of theory and explore what goes on in analysis, examining and reflecting on micro and macro processes - moment-to-moment interactions, and the process as a whole.

### **Course Objectives:**

In an effort to establish a foundation for our discussions with different analysts, we will begin the course with a brief overview of the central features of the different major psychoanalytic theories, and we will also review the more universal, core psychoanalytic competencies analysts use to formulate an in-depth understanding of their patients, conduct analysis, and reflect on the analytic process. Each analyst presenting a case will discuss what theories influence their work, and give a brief introduction of a patient that conveys an understanding of the patient's unconscious dynamics (i.e. unconscious organizing principles/beliefs/patterns, internal object relations, attachment dynamics, deficits, traumas, phenomena of self experience, central conflicts, defenses, etc.). Process notes and/or vignettes will be used to bring to life the experience of the patient, the analyst, and the analysis, and may include examples of handling issues related to the frame, enactments, resistance, primitive emotions, erotic transference, being the "good" and "bad" object, and countertransference. Candidates will practice thinking analytically, learn how to write about and present clinical work, and discuss clinical material in a thoughtful and respectful manner.

## **Specific Course Objectives:**

### Week 1:

1. Describe the core competencies of a psychoanalyst (i.e. capacities to formulate a psychodynamic formulation; analytic listening & attitude; facilitate an analytic process that works with transference, countertransference, and unconscious processes; reflect on the process and your self; maintain professional ethics).
2. Describe the key features of the major psychoanalytic schools of thought (Freud & Ego Psychology, Self Psychology, Object Relations, & Contemporary Psychoanalysis-Relational & Intersubjectivity).
3. Define psychoanalysis, and the common features of working analytically.

### Week 2:

4. Practice thinking analytically about what is occurring in sessions, paying special attention to unconscious processes.
5. Identify key elements to include in the psychodynamic formulation of a patient.

### Week 3:

6. Practice giving feedback to other presenters with sensitivity and respect.
7. Describe the ways that early development influences the patients unconscious dynamics.

### Week 4:

8. Site examples of how an analyst's theory effects their thinking, interventions and approach.
9. Begin to identify what you think is therapeutic in an analytic process (therapeutic action), and attempt to explain what you think is facilitating or impeding change.

### Week 5:

10. Learn and describe different techniques/interventions and ways of making interpretations.
11. Describe the difference between repetitive and developmental transference.

### Week 6:

12. Practice being open to feedback from others, and show interest in alternative points of view regarding how to approach clinical moments.
13. Notice the impact of different interventions and ways of being with the patient, in the moment and on the process over time. Identify what appears to deepen or disrupt the process.

## **Class #1: September 12th**

In the first class everyone will introduce themselves, and describe their interest in psychoanalysis, including which psychoanalytic thinkers and theories they have been most influenced by, and what it means to them to work psychoanalytically. We will discuss various definitions of psychoanalysis, briefly review the key features of different major

theoretical orientations, and review core psychoanalytic competencies (handouts provided).

Reading:

Pine, F. (2011). Beyond Pluralism: Psychoanalysis & the workings of the mind. *Psychoanalytic Quarterly*, 80:823-856.

### **Class #2 Oct 31th**

A guest analyst will present an introduction of a patient, with a psychodynamic formulation, and describe the analytic work, using process notes and/or vignettes. Notice how the analyst chooses to address unconscious processes. There is not one "right" way to conduct analysis, but it is important to begin to understand the reasons, including underlying attitudes and theories, that analysts choose to work in the way that they do.

### **Class #3 December 5th**

A guest analyst will present an introduction of a patient, with a psychodynamic formulation, and describe the analytic work, using process notes and/or vignettes with examples of dialogue. Attempt to ask questions, raise concerns, or share alternative thinking, in a manner that maintains respect for the analyst/candidate who is generously sharing the details of their clinical experience.

Optional Reading:

Seligman, S. (2003). The Developmental Perspective in Relational Psychoanalysis. *Contemporary Psychoanalysis*, 39: 477-508.

### **Classes #4 January 30th**

A guest analyst will present an introduction of a patient, with a psychodynamic formulation, and describe the analytic work, using process notes and/or vignettes with examples of dialogue. Notice how the analysts theory effects their approach, and consider what is facilitating change (therapeutic action).

Reading:

Gabbard, G., & Westin, D. (2003). Rethinking Therapeutic Action. *International Journal of Psychoanalysis*, 84: 823-841.

### **Class #5 March 20th**

The instructor will describe her theoretical orientation and give an overview of a patient she will be presenting, which will include a psychoanalytic formulation of the patient and description of some of the key themes/dynamics. The instructor will present process notes (and/or vignettes with examples of dialogue), and invite discussion that includes reflecting

on the experience of the patient, the analyst, the dyad, and the analytic process. Using the available clinical examples as a springboard for expanding our thinking, we will also consider choices that were not made in a session, and remain aware that alternative theories can lead to other interventions. Pay attention to whether the transference appears to reflect repetitive dynamics or development needs. Notice how the analyst makes interpretations.

Optional Reading:

Stern, S. (1994). Needed and Repeated Relationships: An Integrated Relational Perspective. *Psychoanalytic Dialogues*, 4: 317-346.

### **Class #6 May 1st**

The instructor presents process notes and/or vignettes (with examples of dialogue), encouraging participants to share their reflections and associations to the material honestly and openly. Pay attention to what is deepening or disrupting the process in a session, and be open to different ways to approach clinical moments.

Optional Reading:

Hirsh, I. (1987). Varying Modes of Analytic Participation. *Journal of American Academy of Psychoanalysis*, 15: 205-222.