

Course Description:

This course is designed to provide a forum in which clinical associates can reflect on a number of the complex issues that will confront them and/or their colleagues in their work as analysts. The readings and discussions will focus on enactments and on the analyst's countertransference. Broadly considered, it is in countertransference enactments that many of the difficulties the analyst faces, and many of the problems in the work, manifest themselves. Note: All readings are available on the PEPWeb unless otherwise specified.

Course Learning Objectives:

1. Through the study of the co-constructed nature of enactments, clinical associates will be better able to acknowledge the contributions of both therapist and patient to the enactment, facilitating insight and interpretation.
2. By reflecting on the situations and issues that can make clinicians vulnerable to boundary violations, clinical associates will be more able to assess their own potential vulnerabilities and thus take precautions to ensure that they recognize and repair missteps when they occur.
3. By confronting descriptions of intense countertransference responses in certain typical situations, clinical associates will be better able to recognize such countertransference responses in themselves and reflect on them and the ways they might either impede or enhance the therapeutic process.

Class 1: March 31, 2017 Enactments and boundary violations

Learning Objective: Students will become aware of the wide range of boundary crossings and serious boundary violations, and of some of the countertransference dynamics leading to them.

Readings:

- 1) Gabbard, G.O. (2003). Miscarriages of Psychoanalytic Treatment with Suicidal Patients. *International Journal of Psychoanalysis*, 84:249-261.
- 2) Slochower, J. (2003). The Analyst's Secret Delinquencies. *Psychoanalytic Dialogues*, 13(4):451-469.

Optional:

Keenan, M.C. (1995). Enactments of Boundary Violations. *Journal of the American Psychoanalytic Association*, 43:853-868.

Class 2: April 7, 2017 Boundary violations in the institutional context

Learning Objectives:

1. Students will reflect on the varieties of post-analytic contact and their potentially problematic aspects.
2. Students will become aware of the complex ramifications of an analyst's boundary violation among both candidates and colleagues in the analyst's institute.

Seattle Psychoanalytic Society and Institute
ADVANCED PERSPECTIVES ON ENGAGING IN PSYCHOANALYSIS, INCLUDING ETHICAL PROBLEMS
Year Three Psychoanalytic Training

Instructors: Shierry Nicholzen (snicholzen@earthlink.net) and Katherine Weissbourd (kweissbour@aol.com)
Third Trimester 2016-17: March 31, 2017 - June 9, 2017

Readings:

- 1) Levine, H. B. and Yanof, J. A. (2004). Boundaries and Postanalytic Contacts in Institutes. *Journal of the American Psychoanalytic Association*, 52(3):873-901.
- 2) Wallace, E.M. (2007). Losing a Training Analyst for Ethical Violations: A Candidate's Perspective. *International Journal of Psychoanalysis*, 88:1275-1288.

And the follow-up:

Wallace, E.M. (2010). Collateral Damage: Long-Term Effects of Losing a Training Analyst for Ethical Violations. *Canadian Journal of Psychoanalysis*, 18:248-254.

Class 3: April 14, 2017 Erotic complications

Learning Objectives:

1. Students will reflect on the differences in transference-countertransference dynamics in erotic transference with different patient-analyst gender pairings.
2. Students will understand the difficulties of trying to analyze erotic transference-countertransference dynamics without at the same time enacting them.

Readings:

- 1) Slochower, J. (1999). Erotic Complications. *International Journal of Psychoanalysis*, 80:1119-1130.
- 2) Smith, H.F. (2006). Analyzing Disavowed Action: The Fundamental Resistance of Analysis. *Journal of the American Psychoanalytic Association*, 54:713-737.

Optional:

Foehl, J.C. (2005). "How Could This Happen to Me?": Sexual Misconduct and Us. *Journal of the American Psychoanalytic Association*, 53:957-969.

Class 4: April 21, 2017 Money and fees

Learning Objective: Students will become familiar with some of the many typical ways that money and fees can be pulled into countertransference enactments.

Readings:

- 1) Myers, K. (2008). Show Me the Money:(the "Problem" of) the Therapist's Desire, Subjectivity, and Relationship to the Fee. *Contemporary Psychoanalysis*, 44:118-140.
- 2) Dimen, M. (1994). Money, Love, and Hate: Contradiction and Paradox in Psychoanalysis. *Psychoanalytic Dialogues*, 4:69-100.

Optional:

Lasky, E. (1984). Psychoanalysts' and Psychotherapists' Conflicts About Setting Fees. *Psychoanalytic Psychology*, 1(4):289-300.

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Class 5: April 28, 2017 Dimensions of diversity: race and class

Learning Objective: Students will become aware of some of the potentials for enactments along the various dimensions of diversity and similarity between patient and analyst, including race and social class.

Readings:

- 1) Leary, K. (2000). Racial Enactments in Dynamic Treatment. *Psychoanalytic Dialogues*, 10:639-653.
- 2) Bandini, C. (2011). The Good Job: Financial Anxiety, Class Envy and Drudgery in Beginning a Private Analytic Practice. *Contemporary Psychoanalysis*, 47:101-117.

Optional:

- 1) Ryan, J. (2006). 'Class is in You': An Exploration of Some Social Class Issues in Psychotherapeutic Work. *British Journal of Psychotherapy*, 23:49-62.
- 2) Video: Winograd, B. (2014). Black Psychoanalysts Speak. PEP Video Grants, 1:1.

Class 6: May 5, 2017 Varieties of countertransference work

Learning Objectives:

1. Students will begin to understand how the analyst's actions can advance the patient's capacity for representation.
2. Students will understand how working through countertransference resistances can resolve impasses.

Readings:

- 1) Levine, H.B. (2012). The Colourless Canvas: Representation, Therapeutic Action and the Creation of Mind. *International Journal of Psychoanalysis*, 93:607-629.
- 2) Jacobs, T.J. (2002). Once More with Feeling: On Working Through in the Analyst and Its Role in the Analytic Process. *Psychoanalytic Inquiry*, 22:599-616.

Optional:

Jacobs, T.J. (2001). On Unconscious Communications and Covert Enactments: Some Reflections on Their Role in the Analytic Situation. *Psychoanalytic Inquiry*, 21:4-23.

Class 7: May 12, 2017 Self-disclosure and the analyst's personal life

Learning Objective: Students will understand some of the many forms that self-disclosure can take and the inevitable omissions that accompany any disclosure, as well as some of the ways that self-disclosures constitute countertransference enactments. In particular, students will reflect on the complexities of disclosures involving major elements in the analyst's personal and family life.

Readings:

- 1) Greenberg, J. (1995). Self-disclosure: Is It Psychoanalytic? *Contemporary Psychoanalysis*, 31:193-205.
- 2) Abbasi, A. "Have you heard? Revelations regarding the analyst" in *The Rupture of Serenity*, Karnac, 2014. pp. 47-65. [Pdf](#)

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- 3) Abend, S.M. (1982). Serious Illness in the Analyst: Countertransference Considerations. *Journal of the American Psychoanalytic Association*, 30:365-379.

Optional:

Pizer, S.A. (2009). Inside Out: The State of the Analyst and the State of the Patient. *Psychoanalytic Dialogues*, 19:49-62.

Class 8: May 19, 2017 The Analyst's hopes and fears

Learning Objective: Students will understand how the analyst's concern that the patient feel a certain way (for instance, grateful or relieved) can lead to enactments.

Readings:

- 1) Gabbard, G.O. (2000). On Gratitude and Gratification. *Journal of the American Psychoanalytic Association*, 48:697-716.
- 2) Feldman, M. (1993). The Dynamics of Reassurance. *International Journal of Psychoanalysis*, 74:275-285.

Optional:

Epstein, L. (1977). The Therapeutic Function of Hate in the Countertransference. *Contemporary Psychoanalysis*, 13:442-460.

Class 9: May 26, 2017 Countertransference in particularly difficult treatments

Learning Objective: Students will develop an understanding of how perverse dynamics can enter the transference-countertransference situation.

Readings:

- 1) Coen, S.J. (2000). The Wish to Regress in Patient and Analyst. *Journal of the American Psychoanalytic Association*, 48:785-810.
- 2) Katz, W. W. (2009). Payment as Perverse Defense. *Psychoanalytic Quarterly*, 78:843-869.

Optional:

Kernberg, O.F. (1992). Psychopathic, Paranoid and Depressive Transferences. *International Journal of Psychoanalysis*, 73:13-28.

Class 10: June 2, 2017 The analyst's relationship to psychoanalysis

Learning Objective: Students will become aware of the complexity of the analyst's relationship to the practice of analysis, especially along the dimension of trust and distrust of the analytic process.

Readings:

- 1) Ehrlich, L.T. (2004). The Analyst's Reluctance to Begin a New Analysis. *International Journal of Psychoanalysis*, 52:1075-1093.

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- 2) Wille, R. (2012). The Analyst's Trust in Psychoanalysis and the Communication of That Trust in Initial Interviews. *Psychoanalytic Quarterly*, 81:875-904.

Optional:

- 1) Friedman, L. (2007). The Delicate Balance of Work and Illusion in Psychoanalysis. *Psychoanalytic Quarterly*, 76:817-833.
- 2) Ehrlich, L. T. (2016). Finding Control Cases and Maintaining Immersion: Challenges and Opportunities. *Journal of the American Psychoanalytic Association*, 64(5):983-1012.

Class 11: June 9, 2017 Conclusion

Learning Objectives:

1. Students will become familiar with some of the countertransference manifestations of unconscious dynamics involved in feelings of hopefulness.
2. Students will reflect on the impact of the experiences of other analysts, encountered both in the readings and in discussions with fellow clinical associates, on their self-conception as developing analysts.

Reading:

Searles, H. (1977). The Development of Mature Hope in the Patient-Therapist Relationship, in *Countertransference and Related Subjects*. International Universities Press, New York, 1979. pp. 479-502. [Pdf](#)