

Seattle Psychoanalytic Society and Institute
Year Four Psychoanalytic Training: 3rd Trimester 2019-2020
March 20- May 29, 3:30-5:00 PM

Elective: Field Theory and Development of the Self of the Analyst

Instructors: Ann De Lancey, Maureen Pendras, Ron Levin, Peggy Crastnopol, Piyale Cömert, Steve Engelberg, Matthew Brooks

This course, designed by the cohort, has three distinct yet related sections. The first four weeks will focus on learning some of the most recently reemerging psychoanalytic theory. The next four weeks will be “Coffee with an Analyst”. During this time, we will interview four analysts on their perspectives on theory, their practices over decades, and the development of their sense of analytic identity. The final three weeks will be focused on our own emerging sense of analytic identity in ourselves as psychotherapists. We will address our own development as a learning cohort, as individual professionals, and our emerging identities as psychoanalysts.

Learning Objectives

1. Clinical associates will learn the primary concepts of psychoanalytic field theory, thus enabling them to expand their theoretical repertoire and practice options for enhanced patient outcome.
2. Clinical associates will reflect on the deeply personal practice of psychoanalysis with some of our most experienced analysts. Reflection on the deeply personal practice of psychoanalysis will result in greater reflective functioning and increased capacity to illicit and contain patient and one’s own material.
3. Clinical associates will reflect on the four years of training as a group process, practicing the active self-reflection, critical thinking, and communication of affective experience so integral to the practice of psychoanalysis. Engagement in group process discussions, on the four years of training, will result in increased capacity for interpersonal communication of affective understanding, a key aspect of the patient's and analyst’s experience of the therapeutic relationship.
4. Clinical associates will practice and reflect upon the act of termination with each other as individuals and a cohort, as an experience of the parallel process of termination with patients, and the active process of mourning. This will result in an increased capacity to metabolize patients' experience of grief and loss.

Section I – Field Theory

Maureen Pendras, MSW and Ann De Lancey, PhD

Learning Objectives and Clinical Impact

Overall Learning Objectives

By the end of the course CAs will:

1. Be able to explain what is meant by the concept of the Field.
2. Be able to articulate how thinking of transference and countertransference located in the field (or group) is useful.
3. Name three ways using metaphor may be useful, and may be especially useful, when working with someone across difference (racially, ethnically, sexually, and ability).

Clinical Impact of the Knowledge or Skills Gained

By thinking in terms of field, group, and metaphor the analyst (CA) and patient will:

1. Be able to deeply influence emotions and the body to effect internalization of felt states.
2. Be able to transform symptoms and character issues into new creations.
3. Have options for working with clinical impasses when they arise.

Introduction and Overview

Welcome to the Field Theory part of your elective. We are excited to explore and learn about this topic together.

Antonio Ferro has likened the analytic process to cooking, and to the unique character of what any dyad creates together. We consider this course in a similar vein: our own attempts to create something together with you: something that is changed through the process of being and talking together and that is different from and more than the sum total of its ingredients.

“We should keep our discourse on the unconscious subversive...It should be fresh. It should be free.”

From Giuseppe Civitarese, *An Apocryphal Dictionary of Psychoanalysis*. New York: Routledge. In New Books in Psychoanalysis Podcast, June 4, 2019.

Civitarese’s Two Favorite Metaphors

From Civitarese, G. (2019). *An Apocryphal Dictionary of Psychoanalysis*. New York: Routledge.

“Three Blind Mice”

Three blind mice. Three blind mice.
See how they run. See how they run.
They all ran after the farmer’s wife,
Who cut off their tails with a carving knife,
Did you ever see such a sight in your life,
As three blind mice?

<https://www.youtube.com/watch?v=rGfH1lhAZbA>
<https://www.youtube.com/watch?v=2sbCjq3csWc>

Peanuts

<https://www.youtube.com/watch?v=ehIIXOS9tq4>

"A Penny for your Thoughts?"



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Field Theory Syllabus

The Spirit of Field Theory — Week 1: March 20, 2020

1. ["Das Heimlich." The Uncanny. \(2015\). \(Il Perturbante\). Società Psicoanalitica Italiana.](#)
2. Ferro, A. & Nicoli, L. (2017). Identity. *The New Analyst's Guide to the Galaxy*. New York: Routledge, 1-10. [\[PDF\]](#)
3. Ferro, A. & Nicoli, L. (2017). The rules of the game. *The New Analyst's Guide to the Galaxy*. New York: Routledge, 11-24. [\[PDF\]](#)
4. [Ferro, A. \(2010\). Simone's complaisant mutism and the monster: A clinical illustration of how to work in the "Field of Dreams." *Canadian Journal of Psychoanalysis*, 18, 216-224.](#)

Where Does It Come From? — Week 2: March 27, 2020

1. [Civitarese, G. & Ferro, A. \(2013\). The meaning and use of metaphor in analytic field theory. *Psychoanalytic Inquiry*, 33, 190-209.](#)
2. [Sabbadini, A. & Ferro, A. \(2010\). Book review essay. *The Work of Confluence: Listening and Interpreting in the psychoanalytic Field* by Madeleine Willy Baranger \(Edited by Leticia Glocer Fiorini\). London: Karnac Books, 2009, 254 pp.](#)

Optional

[Baranger, M. & Baranger, W. \(2008\). The analytic situation as a dynamic field. *International Journal of Psycho-Analysis*, 89, 795-826.](#)

Getting into It — Week 3: April 3, 2020

1. [Peltz, R. \(2012\). Ways of hearing: Getting inside psychoanalysis. *Psychoanalytic Dialogues*. 22, 279-290.](#)
2. [Civitarese, G. & Ferro, A. \(2012\). The secret of faces: Commentary on paper by Rachael Peltz. *Psychoanalytic Dialogues*., 22, 296-304.](#)

Reference [Definitely Optional]

[Peltz, R. \(2012\). Making our hairs stand on end – A call to psychoanalysis to look outside itself: Response to commentaries. *Psychoanalytic Dialogues*, 22, 305-310.](#)

Transformations — Week 4: April 10, 2020

1. Ferro, A. & Civitaresse, G. (2015). Carla's panic attack's: Insight and transformations. *The Analytic Field and its Transformations*. New York: Routledge, 171-190. [\[PDF\]](#)
2. Ferro, A. & Nicoli, L. (2017). The analytic field. *The New Analyst's Guide to the Galaxy*. New York: Routledge, 85-102. [\[PDF\]](#)

Optional

Ferro, A. & Nicoli, L. (2017). The road from Freud to Bion. *The New Analyst's Guide to the Galaxy*. New York: Routledge, 57-72. [\[PDF\]](#)

Field Theory — Additional References

- Bromberg, P.M. (2011). The Gill/Bromberg Correspondence. *Psychoanal. Dial.*, 21(3):243-252.
- Brown, L.J. (2010). Reply to Commentaries. *Psychoanal. Dial.*, 20(6):704-709.
- Civitaresse, G. Ferro, A. (2013). The Meaning and Use of Metaphor in Analytic Field Theory. *Psychoanal. Inq.*, 33(3):190-209.
- Civitaresse, G. (2019). *An Apocryphal Dictionary of Psychoanalysis*. New York: Routledge. In *New Books in Psychoanalysis Podcast*, June 4, 2019.
- Cooper, S.H. (2013). Introduction to Two-Part Panel on the Concept of the "Analytic Field". *Psychoanal. Dial.*, 23(5):485-486.
- Cooper, S.H. (2016). Commentary on Papers by Burton and Bonovitz. *Psychoanal. Dial.*, 26(3):313-321.
- Corbett, K. Dimen, M. Goldner, V. Harris, A. (2014). Talking Sex, Talking Gender—A Roundtable. *Studies in Gender and Sexuality*, 15(4):295-317.
- Ferro, A. (2008). The patient as the analyst's best colleague: Transformation into a dream and narrative transformations. *Ital. Psychoanal. Annu.*, 2:199-205.
- Ferro, A. (2009). Transformations in dreaming and characters in the psychoanalytic field. *Int. J. Psycho-Anal.*, 90(2):209-230.
- Ferro, A. (2010). Simone's complaisant mutism and the monsters: A clinical illustration of how to work in the "Field of Dreams." *Can. J. Psychoanal*, 18(2):216-224.
- First, E. (2010). Commentary on Paper by Lawrence J. Brown. *Psychoanal. Dial.*, 20(6):683-694.
- Foehl, J.C. (2013). Field Theory: Commentary on Paper by Donnel B. Stern. *Psychoanal. Dial.*, 23(5):502-513.
- Foehl, J.C. (2013). Introduction to the Second Panel on the Concept of the "Analytic Field". *Psychoanal. Dial.*, 23(6):627-629.
- Fosshage, J. Grossmark, . Gruenthal, R. Harris, A. Hirsch, I. Katz, M. Levenkron, H. Lichtenberg, J. Stern, D. Wachtel, P. (2016). International Field Theory Association: Roundtable on the Development of Field Theory in the United States. PEP Videostream, 1(10):22.
- Fosshage, J.L. (2018). Discussion of "Three-Dimensional Field Theory". *Psychoanal. Dial.*, 28(4):397-402.
- Harris, A. (2013). Discussion: Putting our Heads Together; Mentalizing Systems. *Psychoanal. Dial.*, 23(6):700-707.

- Levine, H.B. (2010). *The Work of Confluence: Listening and Interpreting in the Psychoanalytic Field*. By Madeleine Baranger and Willy Baranger. Edited by Leticia Glocer Fiorini. Review. London: Karnac Books, 2009, *J. Amer. Psychoanal. Assn.*, 58(6):1231-1237.
- Levine, H.B. (2012). The analyst's theory in the analyst's mind. *Psychoanal. Inq.*, 32(1):18-32.
- Levine, H.B. (2013). Comparing field theories. *Psychoanal. Dial.*, 23(6):667-673.
- Levine, H.B. (2015). Epilogue: Responses to the Work of Antonino Ferro: Ferro's Bion, Our Ferro. *Psychoanal. Inq.*, 35(5):555-558.
- Levine, H.B. (2015). The Transformational Vision of Antonino Ferro. *Psychoanal. Inq.*, 35(5):451-464.
- Rappoport Aisemberg, E. Cassorla, R. Civitarese, G. Conci, M. Ferro, A. Fosshage, J. Katz, M. de Leon Bernardi, B. Lichtenberg, J. Neri, C. Silverman, M. Stern, D. Tubert-Oklander, J. (2016). International Field Theory Association: Roundtable Discussion July 21, 2015. PEP Videostream, 1(10):23.
- Reed, G. S. (2015). Visions of interpretation: Ferro's bicycle and Arlow's home movie screen. *Psychoanalytic Inquiry.*, 35, 465-477.
- Ringstrom, P.A., Ph.D., Psy.D. (2018). Relational Metapsychology in a Three-Dimensional Field Theory of Change: Reply to Gabbard, Gadot, and Fosshage. (2018). *Psychoanalytic Dialogues*, 28(4):422-431.
- Sabbadini, A. Ferro, A. (2010). *The Work of Confluence: Listening and Interpreting in the Psychoanalytic Field* by Madeleine Willy Baranger (Edited by Leticia Glocer Fiorini). Review. London: Karnac Books, 2009.. *Int. J. Psycho-Anal.*, 91(2):415-429.
- Schwartz Cooney, A. (2018). Reaching Out, Making Contact, and Forging Ahead: Reply to Jody Messler Davies and Rachael Peltz. *Psychoanal. Dial.*, 28(3):371-377.
- Schwartz Cooney, A. (2018). Vulnerability, Resilience, and Surviving Destruction: Discussion of "The Analyst's Experience of Trust and Mistrust". (2018). *Psychoanalytic Dialogues*, 28(6):748-754
- Shaw, D. (2018). Working with Dissociated Aggression in Traumatized Patients. *Attachment: New Dir. in Psychother. Relat. Psychoanal.*, 12(1):16-24.
- Stern, D.B. (2013). Field Theory in Psychoanalysis, Part I: Harry Stack Sullivan and Madeleine and Willy Baranger. *Psychoanal. Dial.*, 23(5):487-501.
- Stern, D.B. (2013). Why is Comparative Psychoanalysis so Difficult? Response to Commentaries by Foehl and Troise. *Psychoanal. Dial.*, 23(5):523-527.
- Stern, D.B. (2013). Field Theory in Psychoanalysis, Part 2: Bionian Field Theory and Contemporary Interpersonal/Relational Psychoanalysis. *Psychoanalytic Dialogues*, 23, 630-645.
- Stern, D.B. (2015). The Interpersonal Field: Its Place in American Psychoanalysis. *Psychoanal. Dial.*, 25(3):388-404.
- Troise, D. (2013). Field of Vision: Radical Uncertainty and the Analyst's Conduct: Commentary on Paper by Donnel B. Stern. *Psychoanal. Dial.*, 23(5):514-522.

Section II – Coffee with an Analyst

Classes 5-8 will address the following topics regarding development of analytic identity: Changes over time in regards to theory and practice, how the work of psychoanalysis has impacted sense of self and intimate relationships, wisdom gained over time, the intersection of psychoanalysis with social and political issues, beliefs on the healing effectiveness of psychoanalysis.

Class 5 – April 17

Ron Levin, MD

Class 6 – April 24

Peggy Crastnopol, PhD

Class 7 – May 1

Piyale Comert, PhD

Class 8 – May 8

Steve Engelberg, MD

Section III – Reflection on Emerging Identity as a Psychoanalyst

Matthew Brooks, MSW

Class 9 – May 15

Class 10 – May 22

Class 11 – May 29

Stefano Bolognini refers to a “fourth pillar” of analytic education, comprised of the connections we make with one another. These connections help foster the exchange of ideas, promote the health of our institutes and communities, and support the ongoing development of analytic identity. And yet, while analytic training focuses on individual learning and development, the four-year educational curriculum is based on group classes and cohort formation. Classes 9-11 are devoted to an inquiry of the group aspect of your psychoanalytic training. We will use small and large group discussion as well as brief writing exercises to reflect on your experience as a cohort, with a view towards identifying and integrating the culture that you have created. The personal and shared narratives that we can expect to emerge from our time together will conclude this course and your didactic training, and hopefully form a bridge to the next phase of your learning and growth.