



Toronto Institute for Contemporary Psychoanalysis

YEAR ONE

Fall 2018 Term Syllabus & Readings List

- * Orientation
- * Introduction to Comparative-Integrative Psychoanalysis
 - * Introduction to Ethics
 - * Freud
 - * Object Relations
 - * First Control Case



Toronto Institute for Contemporary Psychoanalysis

First Year Curriculum 2018 – 2019 (July 19 2018)							
	Date	Seminar 1 (7:00 – 8:25 pm)	Faculty	✓	Seminar 2 (8:25 – 10:00 pm)	Faculty	✓
Orientation/Welcome to TICP (Candidates meet with Executive Committee) Wednesday September 5							
Weekend Workshop: Dr. Gill Straker September 15/16, 2018							
1	September 17	Intro to Comparative-Integrative	Willock		Intro to Comparative-Integrative	Willock	
2	September 24	Intro to Ethics	Izenberg/Loszak		Intro to Ethics	Izenberg/Loszak	
3	October 1	Freud	Hewitt/White		Freud	Hewitt/White	
4	October 15	Freud	White		Freud	White	
5	October 22	Freud	Hewitt		Freud	Hewitt	
6	October 29	Freud	White		Freud	White	
7	November 5	Freud	Hewitt		Freud	Hewitt	
8	November 12	Freud	Hewitt		Freud	Hewitt	
9	November 19	Contemporary Freudian	White		Contemporary Freudian	White	
10	November 26	Contemporary Freudian	Hewitt		Contemporary Freudian	Hewitt	
11	December 3	First Control Case	Newman		First Control Case	Newman	
12	December 10	Obj Rel: Overview and Trans. Figs.	Willock		Obj Rel: TF: Abraham	Willock	
13	December 17	Obj Rel: Klein	O'Hanlon		Clinical illustration (Klein)	O'Hanlon	
14	January 7	Obj. Rel: Ferenczi	Kobrick		Obj Rel: TF: Rank	Baranowski	
15	January 14	Obj Rel: Contemp. Kleinian	Laar		Clinical illustration (cont. Kleinian)	Laar	
16	January 21	Obj Rel: Bion	Haartman		Clinical illustration (Bion)	Haartman	
17	January 28	Brit. Obj Rel: Fairbairn	Haartman		Clinical illustration (Fairbairn)	Haartman	
18	February 4	Brit. Obj Rel: Guntrip	Willock		Brit. Obj Rel: Balint	Willock	
19	February 11	Brit. Obj Rel: Winnicott	Caspary		Clinical illustration (Winnicottian)	Caspary	
Weekend Workshop: Dr. Nancy McWilliams February 23/24, 2019							
20	February 25	Brit. Obj Rel: Winnicott	Caspary		Clinical illustration (Winnicottian)	Caspary	
21	March 4	Self Psychology	Bishop		Clinical illustration (SP)	Bishop	
22	March 18	Self Psychology	Bishop		Clinical illustration (SP)	Bishop	
23	March 25	Cont. Self Psychology	Kay		Clinical illustration (CSP)	Kay	
24	April 1	Cont. Self Psychology	Kay		Clinical illustration (CSP)	Kay	
25	April 8	Relational Psychoanalysis	Ipp		Relational Psychoanalysis	Ipp	
26	April 15	Relational Psychoanalysis	Ipp		Relational Psychoanalysis	Ipp	
27	April 22	Relational Psychoanalysis	Rodin		Relational Psychoanalysis	Rodin	
28	April 29	Relational Psychoanalysis	Rodin		Relational Psychoanalysis	Rodin	
29	May 6	Relational Psychoanalysis	Ipp		Relational Psychoanalysis	Ipp	
30	May 13	Wolf Man: Multiple Perspectives	RR, KH, ST, GT		Wolf Man: Multiple Perspectives	RR, KH, ST, GT	
Weekend Workshop: Dr. Sam Gerson and Dr. Shelley Nathans May 25/26, 2019							
31	May 27	Contemporary Case: Mult. Persp's	BW, KH, ST, BH		Contemporary Case: Mult. Persp's	BW, KH, ST, BH	
	June 3	Year End Social & Review (with Curriculum Committee)					

Mondays off in 2018	Mondays off in 2019
Sept 10, 2018 (Rosh Hashanah)	Feb. 18, 2019 (Family Day)
Oct. 8, 2018 (Thanksgiving)	March 11, 2019 (March Break)
Dec. 24, 31, 2018 (Winter Break)	May 20, 2019 (Victoria Day)



Year I, 2018 – 2019

Fall Term 2018 Readings Overview

Seminar 1: 7:00 – 8:25 p.m.
Seminar 2: 8:35 – 10:00 p.m.

**Trinity College, University of Toronto, Larkin Building
Room TBA**

**NOTE: only required readings are listed below. Please refer to course synopses for complete course readings & assignments, including Highly Recommended and Supplementary Reading lists.*

Readings listed as “PDF” are available by download from TICP ShareFile. Readings listed as “PEPweb” must be sourced independently by candidates either on PEPweb or elsewhere.

***PLEASE NOTE IN ADVANCE ALL BOOK PURCHASE REQUIREMENTS AND ASSIGNMENTS**

*Books may be purchased via Caversham Booksellers.
They are classified as TICP textbooks and a small student discount is provided.*

Wednesday, September 12, 2018

Orientation Night (7:00 p.m.)

Location: Rigby Room, St. Hilda’s Residence, University of Toronto, 44 Devonshire Place, Toronto

Candidates meet with Executive Board and Curriculum Committee

NO CLASSES SEPTEMBER 10 – ROSH HASHANA

WEEKEND WORKSHOP: Saturday, September 15, 2018, 10:00 a.m. – 4:00 p.m.

Dr. Gill Straker: Working with Extreme States

**Note: candidate workshop is Sunday morning, September 16, 9:30 a.m. – 12:30 p.m*

September 17

Introduction to Comparative-Integrative Psychoanalysis

Seminars 1 and 2

Brent Willock

Willock, Brent (2007) Comparative-Integrative Psychoanalysis (The Analytic Press: New York, 2007).
Chapters as indicated on seminar synopsis sheet.

****Please note this book is available for purchase at Caversham booksellers and copies of the readings from this book are not provided by the Institute.***



September 24

Introduction to Ethics

Seminars 1 and 2

Sam Izenberg / Karl Loszak

Please refer to seminar synopsis sheet for assignment.

Code of Ethics of the Toronto Society for Contemporary Psychoanalysis and the Toronto Institute of Contemporary Psychoanalysis. (PDF)

Taylor, Charles (1989) "Inescapable Frameworks", Ch 1 in Sources of the Self: The Making of Modern Identity, Harvard University press, pp 3 – 24 (PDF)

Galatzer-Levy, Robert. Psychoanalytic Research and Confidentiality: Dilemmas. In, *Confidentiality: Ethical Perspectives and Clinical Dilemmas*, Hillsdale, NJ: The Analytic Press, Chapter 7, pp 86-106 (PDF)

October 1

Freud

Seminars 1 and 2

Marsha Hewitt / Gail White

Sigmund Freud, An Outline of Psychoanalysis. Standard Edition, vol. 23. 141-207. (PEPweb)

NO CLASSES OCTOBER 8 – HAPPY THANKSGIVING

October 15

Freud

Seminars 1 and 2

Gail White

Sigmund Freud, Studies on Hysteria: On the Psychical Mechanism of Hysterical Phenomena: Preliminary Communication, SE, vol. 2: 3-17. (PEPweb)

Josef Breuer, Fraulein Anna O. SE 2, 21-47. (PEPweb)

October 22

Freud

Seminars 1 and 2

Marsha Hewitt

Sigmund Freud, 1915. The Unconscious. SE vol. 14. 166-215. (PEPweb)

Sigmund Freud, 1923. The Ego and the Id. SE 19, 3-66.. (PEPweb)



October 29

Freud

Seminars 1 and 2

Gail White

Sigmund Freud, 1905. Three Essays on the Theory of Sexuality, SE vol. 7. 135-243. (PEPweb)

Sigmund Freud, 1917. Mourning and Melancholia. SE vol. 14, 243-258. (PEPweb)

November 5

Freud

Seminars 1 and 2

Marsha Hewitt

Sigmund Freud, 1919. Lines of Advance in Psycho-analytic Psychotherapy, SE vol. 17. 159-168. (PEPweb, PDF)

Sigmund Freud, 1937. Constructions in Analysis. SE vol. 23, 257-269. (PEPweb, PDF)

Sigmund Freud. 1937. Analysis Terminable and Interminable. SE, vol. 23, 211-253. (PEPweb)

November 12

Freud

Seminars 1 and 2

Marsha Hewitt

Sigmund Freud. 1933. Revision of the Theory of Dreams. SE, vol. 22, 7-30. (PEPweb)

Sigmund Freud, 1933. Dreams and Occultism. SE 22, 31-56. (PEPweb)

November 19

Contemporary Freud

Seminars 1 and 2

Gail White

Eisenstein, M. & Smadja, C. 2010. Conceptual Framework from the Paris Psychosomatic School. *International Journal of Psychoanalysis*, 91: 621-640. (PEPweb)

November 26

Contemporary Freud

Seminars 1 and 2

Marsha Hewitt

Loewald, Hans. On Motivation and Instinct Theory. 1971. *Psychoanalytic Study of the Child*. 26: 91-128. PEP Web



December 3

First Control Case

Seminars 1 and 2

Frances Newman

Waldhorn, H.F. (1960). Assessment of Analyzability: Technical and Theoretical Observations. *Psychoanal Q.*, 29:478-506 (1960). (PEPweb)

Huxster, H., Lower, R., Escoll, P. (1975). Assessment of Analyzability: Technical and Theoretical Observations *J. Amer. Psychoanal. Assn.*, 23:90-106 (PEPweb)

Frosch, A. (2006). Analyzability. *Psychoanal. Rev.*, 93:835-843 (PEPweb)

*Please refer also to Instructor Notes on Case Selection, Control Case Assessment

December 10

Object Relations: Overview and Transitional Figures

Seminar 1

Brent Willock

Guntrip, H. (1971). Psychoanalytic Theory, Therapy, and the Self.

New York: Basic Books, pp. 19-68:

Chap 2 (The starting point of psychodynamic inquiry), and

Chap 3 (The turning point: From psychobiology to object-relations).

(both PDF)

Willock, B. (2007). Mangy mongrels or marvellous mutts? The question of mixed models. In, *Comparative-Integrative Psychoanalysis. Hillsdale, NJ & London: The Analytic Press. Chapter 3, pp. 65-90. (*You should already have this book from the September seminars)

Object Relations: Abraham

Seminar 2

Brent Willock

Abraham, K. (1924). A short study of the development of the libido, viewed in the light of the mental disorders, In, E. Jones (Ed.), Selected Papers of Karl Abraham. London: Hogarth Press, 1973, pp. 418-498. (PDF)

December 17

Object Relations: Klein

Seminars 1 and 2

Jacinta O'Hanlon

Segal, Hanna (1974) Introduction to the Work of Melanie Klein, Basic Books, Inc. Publishers, NY. Chapter 6, The Depressive Position, pp 67-91. (PDF)



Feldman, Michael (1997) "Projective Identification: The Analyst's Involvement", International Journal of PsychoAnalysis, 78:227-241. (PDF, PEPweb).

Hinshelwood, R.D. (1994), CH 7 The Paranoid Schizoid Position, in Clinical Klein; Free Association Books, London.

NO CLASSES DECEMBER 24, 31, 2018: WINTER BREAK

CLASSES RESUME JANUARY 7, 2019



THE TORONTO INSTITUTE FOR CONTEMPORARY PSYCHOANALYSIS
YEAR I CANDIDATES, 2018 – 2019

Introduction to the Institute
Dr. Brent Willock, Past President, TICP

Dear First Year Class,

The readings for our first night of classes are from my book, **Comparative-Integrative Psychoanalysis** (The Analytic Press: New York, 2007).

Since you are receiving this communication several weeks before class, you might consider reading the entire book (212 pages). Later, when life becomes busier, many of you may only have time to read a chapter of an author's oeuvre. Hopefully this book will help prepare you for this major step you are taking in your education and career development. It provides a useful overview of our Institute's philosophy, the rationale behind our curriculum, and will help orient you to the program. Do not worry if you do not understand every word. There is no need to read every chapter if you do not wish to do so (see below).

On Monday September 17, seminar one we will focus on Part I, the relationship between innovation and tradition in the evolution of psychoanalytic thought. To prepare, **read Chapter 1**. It would be useful to read Chapter 2 as well, as it complements and rounds out the first chapter. (You can skip Chapter 3 as it is assigned in December. It might, however, be interesting for anyone who is concerned about the legitimacy of integrating diverse models.) If you were very keen and had time, you might want to read chapter 7 in Heinz Kohut's book, *How Does Analysis Cure?* That is absolutely not a required reading, but might appeal to someone wanting to see to what extent my concerns are warranted with respect to vulnerabilities in our thinking processes.

For **seminar two**, we will focus on Part II of my book, namely the Comparative-Integrative Point of View. You should **read Chapters 4, 5 and 6**. Parts of Chapter 4 might be difficult but it will suffice to learn what you can. Chapter 5 is clear and important in terms of clinical practice and could be the focus of our discussion. Chapter 6 will inform you as to how we came to evolve this program of studies. You can skip Chapter 7; it will not be assigned later but much of its material will be discussed in a future seminar. Chapters 8 and 9 are brief so you would probably enjoy reading them.

As you ponder this material, you will no doubt have various reactions, thoughts, questions. **Please jot them down and come to class with these ideas and queries** and we will discuss them.

I look forward to meeting with you for the **Orientation /Welcome Evening on Wednesday, September 12, 2018**. (More information about this will be emailed to you soon), then on **September 17 for our first two seminars**. I hope you enjoy the readings and the remainder of the summer.

Brent Willock

August 2018



Toronto Institute for Contemporary Psychoanalysis

Ethics

Year I, 2018 – 2019

Drs. Sam Izenberg & Karl Loszak

READING LIST & ASSIGNMENT

CORE CONCEPTS

The teaching of ethics has too often been regarded as ancillary to the core of the psychoanalytic curriculum. The central aim of these two introductory seminars is to illustrate that ethical practice and good psychoanalytic technique are virtually synonymous, which is to say that the practice psychoanalysis is, at its heart, an ethical endeavour. Secondly, it is increasingly recognized that the introduction of ethical considerations early in training raises consciousness of ethical issues and thus serves a preventive role in the avoidance ethical transgressions later in professional life.

In the first seminar, candidates are invited to reflect on what values underlie the TICP code of ethics and how such values inform the practice of psychoanalysis. This serves also as an introduction to common themes in professional ethics and to the principles of ethical reasoning.

In the second seminar, we begin with Charles Taylor's "Inescapable Frameworks" (Chapter 1 of *Sources of the Self*) to illustrate two main points. First, the question is not whether values influence psychoanalytic practice, but whether psychoanalysts are aware of their implicit evaluative assumptions. Therefore, it is important for psychoanalysts to reflect on the values implicit in the psychoanalytic view – and their own individual view – of human nature (and of what constitutes the "good life")

We also read Robert Galatzer-Levy's paper on the inherent conflict between the value of confidentiality and the value of psychoanalytic education. This serves as an introduction to the importance of weighing conflicting ethical values that is of particular relevance to those embarking on training for a career in psychoanalysis.

KEYWORDS

code of ethics, inescapable values, ethical reasoning, values vs. ethics, confidentiality

September 24, Seminars 1 & 2

Introduction to Ethics in Psychoanalysis

Seminar 1

Code of Ethics of the Toronto Society for Contemporary Psychoanalysis and the Toronto Institute of Contemporary Psychoanalysis. (PDF)



Assignment:

- * What are the values entailed in the Code of Ethics of the TICP?
- * What values are not entailed in the Code? Do you think they should be?

Seminar 2

Taylor, Charles (1989) "Inescapable Frameworks", Ch 1 in Sources of the Self: The Making of Modern Identity, Harvard University press, pp 3 – 24 (PDF)

Galatzer-Levy, Robert. Psychoanalytic Research and Confidentiality: Dilemmas. In, *Confidentiality: Ethical Perspectives and Clinical Dilemmas*, Hillsdale, NJ: The Analytic Press, Chapter 7, pp 86-106 (PDF)



Toronto Institute for Contemporary Psychoanalysis

YEAR I CANDIDATES, 2018 – 2019

FREUD

Dr. Marsha Hewitt and Dr. Gail White

October 1, 2018 (Seminars 1 & 2) Marsha Hewitt & Gail White

Sigmund Freud, An Outline of Psychoanalysis. Standard Edition, vol. 23. 141-207. (PEPweb)

Core Concepts: unconscious; preconscious; conscious; Model of the mind; instincts; development of sexuality

Keywords: id, ego, superego, object relations; object love; narcissism

NO CLASS ON OCTOBER 8, 2018 – HAPPY THANKSGIVING

October 15, 2018 (Seminars 1 & 2) Gail White

Seminar 1

Sigmund Freud, Studies on Hysteria: On the Psychological Mechanism of Hysterical Phenomena: Preliminary Communication, SE, vol. 2: 3-17. (PEPweb)

Core Concepts: Foundation text of Psychoanalysis; first psychoanalytic theories

Keywords: hysteria cathartic method; free association; resistances; repression: sexual trauma: hysterical conversion

Seminar 2

Josef Breuer, Fraulein Anna O. SE 2, 21-47. (PEPweb)

Core Concepts: first approximation of how the unconscious works: these are the first technical developments

Keywords: abreaction; cathartic method

October 22, 2018 (Seminars 1 & 2) Marsha Hewitt

Seminar 1

Sigmund Freud, 1915. The Unconscious. SE vol. 14. 166-215. (PEPweb)



Seminar 2

Sigmund Freud, 1923. The Ego and the Id. SE 19, 3-66.. (PEPweb)

October 29, 2018 (Seminars 1 & 2) Gail White

Seminar 1

Sigmund Freud, 1905. Three Essays on the Theory of Sexuality, SE vol. 7. 135-243. (PEPweb)

Core Concepts: Drive theory; Oedipus Complex; oral, anal, phallic stage. Latency. Anaclisis; autoerotism; object choice

Keywords: Neurosis, perversion; the role of affects; Infantile sexuality; psychosexual development

Seminar 2

Sigmund Freud, 1917. Mourning and Melancholia. SE vol. 14, 243-258. (PEPweb)

Core Concepts: Narcissism; ego ideal;

Keywords: Identification; narcissistic object choice

November 5, 2018 (Seminars 1 & 2) Marsha Hewitt

Seminar 1

Sigmund Freud, 1919. Lines of Advance in Psycho-analytic Psychotherapy, SE vol. 17. 159-168. (PEPweb, PDF)

Sigmund Freud, 1937. Constructions in Analysis. SE vol. 23, 257-269. (PEPweb, PDF)

Seminar 2

Sigmund Freud. 1937. Analysis Terminable and Interminable. SE, vol. 23, 211-253. (PEPweb)

November 12, 2018 (Seminars 1 & 2) Marsha Hewitt

Seminar 1

Sigmund Freud. 1933. Revision of the Theory of Dreams. SE, vol. 22, 7-30. (PEPweb)

Seminar 2

Sigmund Freud, 1933. Dreams and Occultism. SE 22, 31-56. (PEPweb)



Toronto Institute for Contemporary Psychoanalysis

YEAR I CANDIDATES, 2018 – 2019

CONTEMPORARY FREUDIAN

Dr. J. Gail White and Dr. Marsha Hewitt

November 19, 2018 (Seminars 1 & 2) Gail White

Seminar 1 & 2

Eisenstein, M. & Smadja, C. 2010. Conceptual Framework from the Paris Psychosomatic School. *International Journal of Psychoanalysis*, 91: 621-640. (PEPweb)

Core Concepts: psychosomatics; lack of psychic meaning in psychosomatic illness; body as the source of phantasy life; somatizing through regression; somatizing through the unbinding of the drives

Keywords: Narcissistic libido; drive theory; the role of life/death drive

November 26, 2018 (Seminars 1 & 2) Marsha Hewitt

Seminar 1 & 2

Loewald, Hans. On Motivation and Instinct Theory. 1971. *Psychoanalytic Study of the Child*. 26: 91-128. PEP Web

RECOMMENDED READING

Cordelia Schmidt-Hellerau. 2005. We are Driven. *Psychoanalytic Quarterly*, 74: 989-1028. (PEPweb)



Toronto Institute for Contemporary Psychoanalysis

YEAR I CANDIDATES, 2018 – 2019

THE FIRST CONTROL CASE

Dr. Frances Newman

December 3, 2018 (Seminars 1 & 2)

Waldhorn, H.F. (1960). Assessment of Analyzability: Technical and Theoretical Observations. *Psychoanal Q.*, 29:478-506 (1960). (PEPweb)

Huxster, H., Lower, R., Escoll, P. (1975). Assessment of Analyzability: Technical and Theoretical Observations *J. Amer. Psychoanal. Assn.*, 23:90-106 (PEpweb)

Frosch, A. (2006). Analyzability. *Psychoanal. Rev.*, 93:835-843 (PEPweb)

Instructor Notes:

- Control Case Selection (PDF)
- Control Case – Assessment (PDF)



Control Case Selection TICP teaching Year 1 2018/2019

General Questions for Consideration

Choosing a control case - some questions to consider:

These are some very general questions that are worth thinking about during the process of selecting a control case.

What do you think that the patient and you as the analyst are thinking it would be worthwhile for the patient to do, as a result of your preliminary interview(s)? What do you think lies behind their seeking analysis, and how do you explain this on the basis of what you can see in the interview dynamics? Finally, what is your evidence for your inferences, in ordinary words?

What is your basic hypothesis or hypotheses about what this patient may be about, and why you might be finding them interesting? Sometimes this may sometimes be unconscious or implicit, so you may have to think about it and discuss it with your supervisor. Remember that a patient and an analyst may arrive at differing impressions, and that each may have good reasons for this from within their own perspective. The task is to find out how to describe the “ground” on which their perceptions and yours were taken.

In addition to the ways you’ve learned to assess someone for treatment, and many of you are likely very experienced at this already, it would be of value to consider some of the following questions. These points raise the kinds of things you may want to look for, and feel free to answer the questions in your own way, if you believe that this is supported by the material and by your own understanding of it. If these questions seem repetitive, they are - they are different versions that facilitate viewing your experiences of assessing someone for analysis from different frames of mind.

What dynamics are operating in this person and in the initial exchanges with them? How do you imagine these operate in their experience of themselves and relationships in life? What are the unconscious issues that the patient brings and how do they appear to you in your interviews? How are they related to expectations about help or treatment? What are the most important transference and counter-transference dynamics that seem to be at work? How do they evolve? Is there a moment in the unconscious dynamics that you would consider to be very important for the development of the interviews and for the probable outcome? Could there be unconscious issues that are



avoided? Does this seem to influence the outcome in one way or another? Think about evidence for your hypotheses, in particular by referring to illustrative moments in the case material. How does these look in relation to the kinds of issues you might be interested in looking at or how do these interest you in ways that you did not expect?

How do you see yourself working with this person? How do you feel with them, what are the different ways? What do you think they are feeling at different points in your encounters and is there a sense you think they have of you? Do you feel yourself working hard or are you getting this person right away - do you have the feeling of needing to expend effort to hang on to them or you feel like you want the encounter to be over with? What do you notice yourself listening for, or not wanting to hear? Are you thinking that you would have to be someone different to work with this person? What does they say or not say that seems to be important - or missing? How is this related to your understanding of the patient? Are any of your buttons being pushed? It will of course be helpful to check your impressions hypotheses, by discussing them with your supervisor.

How do you see the patient responding to questions and interventions during the assessment? This question refers both to the patient's overt, conscious responses and to what you think you can infer about the patient's unconscious processes. For example, what does this material reveal about the patient's intra-psychic functioning? What does it suggest about the patient's ability to use the analyst and/or the analytic setting? Can you see psychic movement in the patient's responses or is it too soon? Does the patient appear to be pausing and pondering some of the comments you offer, or return to them in a later session. Or is the patient rigid, unsettled, or dismissive. Or overstimulated? How would you describe it? Alternatively, what does not change? Is the movement, if any, related to the psychoanalytic process, and how? Once again, ask yourself about what is the evidence for your observations, based on the process material and your discussion of it with your supervisor.

Where do you think this is going to go? What do you think will happen after this initial look? What are you thinking about offering or recommendation to this patient? Psychoanalysis, or psychoanalytic psychotherapy, or some other option? Why? How will the patient react to the offer, and will he or she follow upon it? Why? What kind of process do you predict is likely to take place in the resulting treatment? How do you think that the patient will be able to benefit from it? What kinds of difficulties do you think are likely to be encountered?. What observations and countertransference experiences



suggest and support your predictions in the material? - and then discuss it with your supervisor.

A few words about how best to describe observations drawn from clinical material. Psychoanalytic terminology can be useful here, but it can also be an obstacle. One problem is that our psychoanalytic concepts can lead us to search the material only for what they lead us to expect, thus preventing us from taking a fresh look and making new observations. Another problem is that the relationships between psychoanalytic terms, the concepts they refer to, and finally the observations that those concepts are meant to describe, has become extremely complex. The same term can have rather different meanings in different psychoanalytic cultures, and apparently unrelated concepts can be used to refer to very similar phenomena. Even within a given school of analytic thinking, individual analysts may use the same explicit terminology to refer to rather different implicit personal theories. One helpful way to avoid misconceptions and misunderstandings that can arise from these differences is to use the actual clinical material to illustrate what one is trying to say. Another way may be to take one step backwards from our usual terminology and to begin by using ordinary language to describe possible patterns in the material. This may seem strange given how much time and effort we spend learning this terminology, but this sort of exercise challenges our handle on the patient and our process with him or her, and provides the extra mental space we need for a resilient, playful and creative interaction among our psychoanalytic concepts, the clinical data, our own sense of the patient and our growing and evolving clinical instrument.

Adapted from WPIP and NAPsaC - 2012 - Initiating Psychoanalysis



THE TORONTO INSTITUTE FOR CONTEMPORARY PSYCHOANALYSIS

YEAR I CANDIDATES, 2018-2019

OBJECT RELATIONS

OVERVIEW AND SOME TRANSITIONAL FIGURES

Dr. Brent Willock

December 10, 2018 - seminar 1, Overview

Guntrip, H. (1971). Psychoanalytic Theory, Therapy, and the Self.

New York: Basic Books, pp. 19-68:

Chap 2 (The starting point of psychodynamic inquiry), and

Chap 3 (The turning point: From psychobiology to object-relations).

(both PDF)

Willock, B. (2007). Mangy mongrels or marvellous mutts? The question of mixed models.

In, *Comparative-Integrative Psychoanalysis. Hillsdale, NJ & London: The Analytic Press.

Chapter 3, pp. 65-90.

[*You will already have this book, from the September seminars
with Dr. Willock.]

[As you read these chapters you may have questions, comments, criticisms.
Please jot them down and bring these thoughts and queries to class so we can
discuss them.]

December 10, 2018 - seminar 2, Abraham

Abraham, K. (1924). A short study of the development of the libido, viewed in the light of the mental disorders, In, E. Jones (Ed.), Selected Papers of Karl Abraham. London: Hogarth Press, 1973, pp. 418-498. (PDF)

Note: This is an important chapter, but it peters out a bit toward the very end. Consequently, the last few pages (499-501) are not required reading. They are speculative and not in line with the more clinical focus of the rest of the chapter.



THE TORONTO INSTITUTE FOR CONTEMPORARY PSYCHOANALYSIS

YEAR I CANDIDATES, 2018 – 2019

OBJECT RELATIONS **The Kleinian Perspective**

Dr. Jacinta O'Hanlon

Core Concepts:

This is student's initial introduction to Kleinian thinking so there will be an emphasis on definitions and understanding of those core concepts which remain clinically relevant today. We will look at how Kleinian theory is an important bridge between classical theory and more developmentally based theories.

Terms vital to these sessions are modes of internalization, objects, whole and part, Paranoid-Schizoid and Depressive positions and projective identification.

Two of these writers are contemporary writers who continue to contribute to debates within psychoanalysis. Understanding the origins of some original concepts allows the student to explore what remains unchanged and what has been modified in contemporary theory and practice.

Keywords:

Modes of internalization, objects, whole and part, paranoid-schizoid and depressive positions and projective identification

December 17, 2018 (Seminars 1 and 2)

Introduction to Klein & Clinical Illustration

Segal, Hanna (1974) Introduction to the Work of Melanie Klein, Basic Books, Inc. Publishers, NY. Chapter 6, The Depressive Position, pp 67-91. (PDF)

Feldman, Michael (1997) "Projective Identification: The Analyst's Involvement", International Journal of PsychoAnalysis, 78:227-241. (PDF, PEPweb).

Hinshelwood, R.D. (1994), CH 7 The Paranoid Schizoid Position, in Clinical Klein; Free Association Books, London.