

TRAINING INSTITUTE
THE NEW YORK FREUDIAN SOCIETY WASHINGTON PROGRAM
Fall 2020

Analytic Listening III 3C
Instructor: Paula Ellman, Ph.D., ABPP

301-770-1515 paula.ellman@gmail.com

Analytic Listening

Our 6-session 1.5-hour meetings will explore the world of the unconscious through the study of clinical process. We will deepen our understanding of how to: listen for and recognize different levels of anxieties, to hear evidence of unconscious fantasy in clinical material and in dreams, to discern the difference between symbolic communication and concrete communication, and to recognize transference phenomena and their own counter-transference reactions.

A distinction between listening to the patient and listening to the therapist's listening to the patient will be made. Course participants are encouraged to follow the patient, as well as one's own thinking as an effort to encourage self-reflection.

We very much look forward to our working together beginning on September 12, 2020, from 12:00am to 1:30am. This fall, of course, we will be meeting via Zoom. I will send you the link when we are closer to our first class meeting day.

In our following meetings we will work with clinical material, candidates are requested to bring in typed clinical process notes from a recent clinical hour, providing copies for each class member. We will determine a schedule of presenters in the first class meeting in September but please let me know who will present clinical material at our first class meeting.

I am interested in addition to the main focus of "listening" -- what we all continue to do in our lives as analysts -- I am also interested in looking at how to evaluate a case as appropriate for converting into an analysis and how to work toward achieving that.

If you have any questions, I can be reached at 301-770-1515 (or my email address paula.ellman@gmail.com).

I look forward to working and learning together.

Paula Ellman

Readings

The Psychoanalytic Listening Class will have six meetings. The following readings will enrich our study of listening.

Class One: September 12, 2020 [Readings attached]

Gardner, M.R. (1983). On Seeing Things. In *Self Inquiry*. Boston, MA: Little, Brown.

Gardner, M.R. (1983). Chapter 1. In *Self Inquiry* (pp. 50-58). Boston, MA: Little, Brown.

Gardner, M.R. (1983). Chapter 2. In *Self Inquiry* (pp. 58-69). Boston, MA: Little, Brown.

Gardner, M.R. (1983). Chapter 3. In *Self Inquiry* (pp. 69-72). Boston, MA: Little, Brown.

Class Two: September 26, 2020 [Readings on Pepweb]

Schwaber, E. A. (1990). Interpretation and the therapeutic action of psychoanalysis. *The International Journal of Psycho-Analysis*, 71, 229-240

Saketopoulou, A. (2011). Minding the gap: Intersections between gender, race, and class in work with gender variant children. *Psychoanalytic Dialogues: A Journal of Relational Perspectives*, 21, 192-209.

Class Three: October 24, 2020 [Readings on Pepweb]

Jacobs, T.J. (2001). On Unconscious Communications and Covert Enactments: Some Thoughts on their Role in the Analytic Situation. *Psycho-Anal. Inq.*, 21(1) 4-23.

Class Four: November 7, 2020 [Readings attached]

Laub, D. (1992). Bearing Witness: or the Vicissitudes of Listening. In S. Feldman & D. Laub (Eds.), *Testimony: Crises of witnessing in literature, psychoanalysis, and history* (pp. 57-74). New York, NY: Taylor & Francis.

Gump, J.P. (2010). Reality Matters: The shadow of trauma on African American subjectivity. *Psychoanalytic Psychology*, 27 (1), 42-54.

Class Five: November 21, 2020 [Readings on PEP web]

Poland, W.S. (1992) From Analytic Surface to Analytic Space. *Jl. Amer. Psycho Anal. Assn.*, 40(2) 711-722

Class Six: December 5, 2020 [Readings on Pepweb]

Abbasi, A. (2009) Time, Self and Psychoanalysis. *Psycho-Anal. Q.*, 78(3) 943-950

Dalal, F (2006). Racism: Processes of Detachment Dehumanization and Hate. *Psychoanalytic Quarterly* 75: 131-161.

Objectives

Candidates will be able to:

1. *Discuss the differences amongst the three levels of listening: veridical listening, listening for meaning, and analytic listening;*

2. *Discuss how these levels of listening inform making interventions and assessing the impact of the chosen interventions;*
3. *Verbally describe a patient's inner world based on listening to a clinical hour.*
4. *Candidates will be able to listen to a clinical hour, discuss the level of ego-functioning, anxiety, defenses and development, and assess their expression in the transference-countertransference arena.*

We will explore three levels of the listening process:

In Level One we listen to a clinical hour with an ear for reconstructing a veridical summary of the hour. Meaning, what were the actual words spoken by both the patient and therapist as the hour unfolds. This allows us to consider how we remember and hold the moment-to-moment communication in mind. This then provides the data and “facts” for the next two levels of listening.

In the Second Level we begin to find meaning in the patient's material. As a group we will associate to what we have heard, imagining and feeling our way into the patient's material, looking for themes, affective valence, and the patient's state of mind. We will work together to develop a picture of the patient's inner world, including defenses and anxieties, the transference-countertransference matrix, level of functioning, and possible developmental history.

In Level Three, having created a narrative of the hour (level 1) and possible meaning (level 2) we are now in a position to think about how we might intervene. We will consider issues of timing, tact and the nature of potential interventions. At this level one's personal analytic theories come into focus, hence the group can discuss how the decision to intervene follows from one's particular theoretical perspectives.

Suggested readings:

Foehd, J.C. 2016. 'Listening and Interacting through Different Filters: Sessions with Nina'. *International Journal of Psycho-Analysis*, 97(1):145-153.

da Rocha Barros, E.M. (2016). Discussion of 'Listening and Interacting through Different Filters: Sessions with Nina'. *International Journal of Psycho-Analysis*, 97(1):167-175.

Bronstein, A.A. (2016). Introduction to 'Listening and Interacting through Different Filters: Sessions with Nina'. *International Journal of Psycho-Analysis*, 97(1):143-144.

Reith, B. (2016). Discussion of 'Listening and Interacting through Different Filters: Sessions with Nina.' *International Journal of Psycho-Analysis*, 97(1):155-166.

Hart, A. (2019). The Discriminatory Gesture: A Psychoanalytic Consideration of Posttraumatic Reactions to Incidents of Racial Discrimination. *Psychoanal. Soc. Work*, 26(1):5-24.

Hamer, F. (2002). Guardians at the Gate: Race, Resistance, and Psychic Reality. *Journal of the American Psychoanalytic Association*. 50:pp. 1219-1237.

Moss, D. (2019). Free Speech, Love Speech, Hate Speech, and Neutrality: In and Out of the Consulting Room. *J. Amer. Psychoanal. Assn.*, 67(2):313-327.

Harris, A. (2012). The house of difference, or White silence. *Studies in Gender and Sexuality*, 13, 197-216.

Levy-Warren, M. H. (2017). Growing up with hatred: A psychoanalytic developmental perspective. *Journal of Infant, Child, and Adolescent Psychotherapy*, 16, 209-218.

Lichtenberg, J.D. (2016) on 'Listening, Understanding, and Interpreting: Reflections on Complexity' 2016). *PEP/UCL Top Authors Project*, 1(1):16.

Laub, D. (2015). Listening to My Mother's Testimony. *Contemporary Psychoanalysis*, 51(2):195-215.