APPREY 9/14/19 – 10/19/19

CONTEMPORARY FREUDIAN SOCIETY

Third Year Candidates and Academic Associates:

11:15-1:30          Diagnostic Thinking (Maurice Apprey)

3 classes:

1.  September 14th:

   **Basic conceptual metapsychological assumptions subserving a psychoanalytic diagnostic profile.**

   I will teach the basic assumptions that serve as pivots in psychoanalytic diagnostic thinking.

   I will take it for granted that candidates know the 1914/1915 metapsychological papers, especially *Instincts and Their Vicissitudes* (1915), *Three Essays on the Theory of Sexuality* (1905), *Beyond the Pleasure Principle* (1920) and *The ego and the Id* (1923). This is available on the PEP Web.

2.  September 28th:

   **The Metapsychological Profile: Considerations Regarding its Use.**

   The background reading for this seminar is the following:


3.  October 19th:

   **Considerations for Analyzability**

   Candidates will know at least five considerations for analyzability and consider some counterindications for analyzability.

   They will use concepts from the psychoanalytic profile to refine their own diagnostic formulations of their own cases.

**Learning Objectives:**

At the end of these 3 weeks you will be able to:

1.  Explain the concept of metapsychology and apply it to diagnostic questions

2.  Discuss the concept of analyzability and its application to psychoanalytic treatment

3.  Discuss the conversion of a psychotherapy case to a psychoanalytic case
Readings for **Diagnostics Class**: 2 hours 15 minutes

Instructor: Paula Ellman, Ph.D.

Three classes latter half fall semester 2019.

This sequence of three classes in the Diagnostic Course will attend to facets of the symbolizing and non-symbolizing mind. Historically psychoanalysis had depended on working within a symbolized process. Incorporating the widening scope of work into our theory building necessitates consideration of alternative mental processes. In this sequence we will closely consider understandings of symbolization and non-symbolizing mental processes. This includes an examination of psychosomatics and sadomasochism in the mind and their manifestations in the transference/countertransference.

Learning objectives:

1. Participants will demonstrate be able to identify differences between a symbolizing process and a non-symbolizing mind.
2. Participants will be able to apply concepts of sadomasochism to clinical discussions of stalled or ruptured transference/countertransference.
3. Participants will identify intrapsychic process that are represented in bodily expressions.

Class Four: **the Symbolizing and Unsymbolized Mind**.


Class Five: **Sadomasochism; the death drive**


Class Six: **Psychosomatics**


First three chapters – (Will be emailed as a scanned attachment.)


**Suggested readings for the future.**

For the Symbolizing and Unsymbolized Mind:


For Sadomasochism; the Death Drive:


For Psychosomatics:

Suggested readings:
