

Course Syllabus: Continuous Case Seminar II
Spring Semester, 2020

Instructor: Cindy Mendelson, Ph.D.

drcnmendelson@gmail.com

443.824.9657 (office)

410.382.4891 (cell)

The PTI of the CFS Catalog describes the Continuous Case Seminar as follows:

“The case seminars of the third & fourth years of training build on the listening classes of the first two years. Candidates continue to deepen the way they hear the mind of the analysand and resonances in their own minds. Each semester a case is followed to demonstrate the unfolding of analytic process. Candidates present the dialogue of sessions including reflections on their own internal awareness. The ‘here and now’ attention provided by process notes brings the class members into contact with the way uncovering and interpretation evolve. Special attention will be paid to finding where transference and countertransference come into play and the many ways that the unconscious and conflict become available including in dreams and through enactments.

“During the third year, attention is paid to the beginning of treatment in order to help candidates attend to issues of frame, alliance building, and establishment of an analytic process. In order to learn about the beginning of treatment, the instructor and class can decide if it is more useful to present different cases that are early in development or to concentrate on one case.”

With this in mind, I am proposing that, over the course of the semester, we follow a discussion of two different cases, both of whom may develop into psychoanalytic (control) cases. Kalia and Kathy have each generously offered to present material from one of their cases. We are working out the dates of their presentations. When we all meet for the first time on January 18th, we will discuss if this format seems useful to all of you. We can make modifications if the group wishes.

Class Schedule:

We will be meeting 9:00 A.M. to 11:00 A.M., in Room 348 of the SIS Building, on the following dates:

January 18, 2020

February 1, 2020

February 29, 2020

March 14, 2020

April 4, 2020

April 25, 2020

(May 2 – make-up date, if needed)

Format and Readings:

During each class, the candidate who is presenting will bring process notes for all class members. We will read the material together and engage in a discussion of the development of the psychotherapeutic and analytic process, with an eye toward concepts that are particularly salient to the early work in psychoanalysis.

I am not requiring any readings at this time. If all of you would like readings, or if I come to believe that a given reading might be useful, I will make sure that they are accessible on PEP-WEB, or I will provide them for the class.

Learning Objectives:

By the end of the semester, class participants will be able to:

1. Explain the concept of the “analytic frame” and its importance to the beginning work of a psychoanalysis;
2. Discuss elements of a therapeutic alliance that contribute to the process of converting a psychotherapy patient to a psychoanalytic patient;
3. Identify factors in an ongoing psychotherapy that would speak to the value of converting that psychotherapy into a psychoanalysis.

Closing Note:

I said something similar when I taught most of you in Analytic Listening II, but not all of you were in that class, and also it bears repeating. Presenting clinical material can be an anxiety provoking exercise, but it is invaluable for the learning process. So, I sincerely thank Kalia and Kathy for volunteering to share their work with us. While it is tempting, in a group discussion such as this, to slip into a quasi-supervision process, that is explicitly **not** the point of this course. We will be focusing on the patient and the process with, of course, attention paid to the therapist’s own thoughts and internal reactions. If I stray from this goal, or if the group does, please let me know, either in class or after class. I am firmly committed to respecting the vulnerability involved in presenting clinical material, and we will all benefit when everyone feels emotionally safe.

If you wish to reach me, either now or at any time during the semester, please do not hesitate to contact me by either of my phone numbers noted above or by email. I look forward to spending this semester with all of you.

References:

Bernstein, S.B. (2010). Treatment preparatory to psychoanalysis: A reconsideration after twenty-five Years. *Journal of the American Psychoanalytic Association*, 58, 27-57.

Bernstein, S.B. (2000). Developing a psychoanalytic practice. *Psychoanalytic Inquiry*, 20, 574-593.

Rothstein, A. (1998). *Psychoanalytic Technique and the Creation of Analytic Patients* (2nd Ed.). Madison, CT: International Universities Press.