



Toronto Institute for Contemporary Psychoanalysis

YEAR THREE

Fall 2020 Term Syllabus & Readings List

- * Panel – Multiple Perspectives
 - * Character & Clinical Work
 - * Psychoanalytic Formulation
- * Writing: Case Reports & Research Paper
- * Intersubjective Processes and the Unconscious
 - * Continuous Case Seminars



Toronto Institute for Contemporary Psychoanalysis

Third Year Curriculum 2020 – 2021 (draft July 14 2020)

	Date	Seminar 1 (7:00 – 8:25 p.m.)	Faculty		Seminar 2 (8:35 – 10:00 p.m.)	Faculty		
1	September 14	Dora: Multiple Perspectives	Coord: White, Hewitt, Gozlan, Offman	√	Dora: Multiple Perspectives	Coord: White, Hewitt, Gozlan, Offman	√	
2	September 21	Character and Clinical Work	Babiak		Character and Clinical Work	Babiak		
3	October 5	Character and Clinical Work	Babiak		Character and Clinical Work	Babiak		
4	October 19	Psychoanalytic Formulation	Offman		Psychoanalytic Formulation	Offman		
5	October 26	Psychoanalytic Formulation	Offman		Continuous Case (PF)	Offman		
6	November 2	Psychoanalytic Formulation	Offman		Continuous Case (PF)	Offman		
7	November 9	Psychoanalytic Formulation	Offman		Continuous Case	Offman		
Weekend Workshop November 14/15, 2020: Dr. Donnel Stern								
8	November 16	Psychoanalytic Formulation	Offman		Continuous Case	Offman		
9	November 23	Writing: Case Report/Research Paper	Kay		Continuous Case	Sloane		
10	November 30	Intersubj. Processes & the Ucs	Yanchyshyn		Continuous Case	Sloane		
11	December 7	Intersubj. Processes & the Ucs	Yanchyshyn		Continuous Case	Sloane		
12	December 14	Intersubj. Processes & the Ucs	Yanchyshyn		Continuous Case	Sloane		
13	January 4	Intersubj. Processes & the Ucs	Yanchyshyn		Continuous Case	Kobrick		
14	January 11	TA & I: Klein/Bion	Britzman		Continuous Case	Kobrick		
15	January 18	TA & I: Strachey, Loewald	Caspary		Continuous Case	Kobrick		
16	January 25	TA & I: Freud	White		Continuous Case	Kobrick		
17	February 1	TA & I: Self Psychology	Wright		Continuous Case	Kobrick		
18	February 8	TA & I: Relational	Ipp		Continuous Case	Ipp		
19	February 22	TA & I: Non-Interpretive Mechanisms	Caspary		Continuous Case	Ipp		
20	March 1	Psychoanalysis & The Body	Harvey		Continuous Case	Ipp		
Weekend Workshop March 6/7, 2021: Dr. Steven Cooper								
21	March 8	Psychoanalysis & The Body	Harvey		Continuous Case	Ipp		
22	March 22	Psychoanalysis & The Body	Harvey		Continuous Case	Ipp		
23	March 29	Dreams – Theory	Gozlan		Dreams - Clinical	Willcock		
24	April 5	Dreams – Theory	Gozlan		Dreams - Clinical	Willcock		
25	April 12	Dreams – Theory	Gozlan		Dreams - Clinical	Willcock		
26	April 19	Dreams – Theory	Gozlan		Dreams - Clinical	Willcock		
27	April 26	Dreams – Theory	Gozlan		Dreams - Clinical	Willcock		
28	May 3	Neuropsychanalysis	Bishop		Continuous Case	Hewitt		
29	May 10	Neuropsychanalysis	Bishop		Continuous Case	Hewitt		
30	May 17	Neuropsychanalysis – Clinical Treatment	Bishop		Continuous Case	Hewitt		
31	May 31	Neuropsychanalysis – Clinical Treatment	Bishop		Continuous Case	Hewitt		
	June 7	Year End Social & Review (with Curriculum Committee)						

Mondays off in 2020	Mondays off in 2021
Sept 28, 2020 (Yom Kippur) Oct. 12, 2020 (Thanksgiving) Dec. 21, 28, 2020 (Winter Break)	Feb. 15, 2021 (Family Day) March 15, 2021 (March Break) May 24, 2021 (Victoria Day)



Year 3, 2020 – 2021

Fall Term 2020 Syllabus

Seminar 1: 7:00 – 8:25 p.m.

Seminar 2: 8:35 – 10:00 p.m.

CLASS LOCATION:

TICP Office & Community Clinic

427 Vaughan Road, Toronto, ON, M6C 2P1

***NOTE: Due to the current COVID-19 physical distancing protocols in place as per the directives of Public Health Authorities, all TICP seminars will be hosted online via Zoom Videoconference for the fall term.**

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.

Candidates are responsible for sourcing recommended readings independently if not available on PEPweb or TICP ShareFile.

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

Books may be purchased via Caversham Booksellers.

<https://www.cavershambooksellers.com/cat/TICPTextsPSA3rdYear>

They are classified as TICP textbooks and a small student discount is provided.

TICP Statement on Learning and Ethics

TICP is dedicated to fostering a community in which faculty, candidates, and members treat one another with respect and care. These values include all teaching and learning endeavors, which should be characterized by openness and tolerance of different perspectives. TICP affirms its commitment to creating an environment free of prejudice on the basis of age, disability, ethnicity, gender, gender identity, race, religion, ancestry, sexual orientation, or socioeconomic status. All members and candidates should aspire to exemplify these ideals in their conduct in the classroom and in all other pedagogical contexts.

September 7, 2020 – LABOUR DAY HOLIDAY – NO CLASS

SEPTEMBER 14, 2020

SEMINARS ONE & TWO

PANEL: MULTIPLE PERSPECTIVES



Discussants: Marsha Hewitt, Ph.D., RP; J. Gail White, Ph.D., RP; Oren Gozlan, Psy.D., C.Psych.; and Hilary Offman, M.D.

Readings

Freud, S. (1905) Fragment of an analysis of a case of hysteria. Standard Edition, Vol. 7, 7-122. (PDF, PEPweb)

Learning Objectives

Transference; hysteria; sexual identity identification

Keywords

What does it mean to be a man or woman in society?

SEPTEMBER 21, 2020

SEMINAR ONE

Character and Clinical Work

Instructor: Taras Babiak, M.D.

Character is a concept that permeates every aspect of psychoanalytic work, whether in the foreground or the background. While difficult to define, its properties and organization exert their influence in all aspects of an individual's life and throughout the analytic treatment process. This is the case, whether character is at the centre analyst's focus on the work with the patient, or if it constitutes the backdrop – acknowledged, or unaddressed. Character shapes the expression of the patient's transferences and resistances, and, in a similar vein, contributes to the shaping of analyst's countertransferences and resistances. Character analysis is a part of every analytical treatment process; it is a ubiquitous, but sometimes unrecognized, underconsidered or overlooked factor in our analytic work.

In this series of seminars, we will discuss a collection of readings, which will provide an introduction to the place of character in psychoanalytic thinking. After an historical overview of the concept and a survey of the direction of these seminars, material from the earlier literature will provide an orientation as to how the concept of character arose. Then, a collection of articles will be reviewed around the concept of resistance as related to and defining the thinking about character. These will be followed by articles chronicling how an important body of theoretical ideas grew around character, and how they became increasingly influential in psychoanalytic thought and clinical work. More recent examples from the literature on applied and clinical psychoanalysis, developmental theories and neural biology, will be surveyed in an attempt to bring us up to date with current thinking and speculation about character. The confusion, controversies and semantic ambiguities



around the terms character, character pathology, character disorder, character neurosis, personality and personality disorder will be discussed. In each seminar, one or two papers or book chapters will be included about a selection from among the commonly encountered and discussed character types in psychoanalytic work and the literature. While illustrative clinical examples will be offered along the way, illustrating analytical work that is at times informed, while at other times uninformed by an understanding of character. This will also provide an opportunity to observe how emphasizing a concept can shape clinical work, collegial discussions and debate.

In conclusion, it is hoped this seminar series will serve as a springboard for exploration into an ubiquitous phenomenon in psychoanalysis, which is unevenly understood, often elusive in theoretical discussion and easily lost sight of in the process of clinical work itself.

Learning Objectives

At the conclusion of this series of seminars the candidate will have accomplished the following educational objectives:

- An understanding of the importance of character in psychoanalytic theory, and its influence and ubiquity in analytical work;
- An understanding of the origins of psychoanalytic concepts around character, and how they developed;
- An understanding of transference, resistance, and countertransference in the context of character, and an appreciation of how this presents in clinical work in psychoanalysis;
- Be able to participate in discussing clinical material, and in particular, elements such as transference and countertransference, with reference to the moulding influence of considerations of character;
- Develop a working appreciation of why and how we consider character in our clinical work;
- Recognize the value of maintaining a certain humility, an open mind and a spirit of collegial inquiry and debate about an elusive, ubiquitous and important phenomenon in psychoanalysis.

Readings

What Was and What Is Character in Psychoanalysis? – review

Westen, Drew & Gabbard, Glenn, Handbook of Personality Theory & Research, 3rd Ed.
Guilford 1992 *Psychoanalytic Approaches to Personality*, pp. 57 – 101 Lawrence A. Pervin, et al, eds. (PDF)

SEMINAR TWO

September 21, 2020



Readings

Some characters

Sigmund Freud. Some character-types met with in psycho-analytic work. S.E. 14: 311-333 (See Note 2) (1916) (PEPweb)

David Shapiro. *Neurotic Styles*. Basic Books (1965) Obsessive Compulsive Style Chapter 3, pp. 88 – 107 (PDF)

David Shapiro. *Neurotic Styles*. Basic Books (1965) Hysterical Style Chapter 4, pp. 108 - 120 (PDF)

Kohut, H. Wolf, E.S. The Disorders of the Self and their Treatment: An Outline. Int. J. Psycho-Anal., 59:413-425. (1978). (PEPweb)

SEPTEMBER 28, 2020 – ROSH HASHANA – NO CLASS

OCTOBER 5, 2020

SEMINAR ONE

Character and Clinical Work (continued)

Instructor: Taras Babiak, M.D.

Who is the other character in the room?

Francis Baudry. *The Relevance of the Analyst's Character and Attitudes to his Work*. Journal of the American Psychoanalytic Association 39:917-938 (1991) (PEPweb)

Racker, H. *The Meanings and Uses of Countertransference*. Psychoanal Q., 26:303-357 (1957). (PEPweb, PDF)

SEMINAR TWO

Character and Clinical Work (continued)

Instructor: Taras Babiak, M.D.

Character - Theory and Applied – Summary

Piers, C. *Character as Self-Organizing Complexity*. Psychoanal. Contemp. Thought, 23:3-34 (2000) (PEPweb)



Hanly, M.A. Submission, inhibition and sexuality: *Masochistic character and psychic change in Austen's Mansfield Park*. Int. J. Psycho-Anal., 86(2):483-501. (2005) (PEPweb)

OCTOBER 12, 2020 – THANKSGIVING HOLIDAY – NO CLASS

OCTOBER 19, 2020

SEMINARS ONE & TWO

Psychoanalytic Formulation

Instructor: Hilary Offman, M.D.

“Formulating means explaining – or better still, hypothesizing.” (Cabaniss, 2013)

When we formulate cases, we are not only thinking about how people think, feel, and behave but also trying to understand why. A psychoanalytic formulation is a hypothesis—we can never really know for sure what happened, or whether we have an accurate understanding of how it impacted someone. Formulations in the form of hypotheses are always subject to revision, no matter the duration of the treatment, since, over the course of therapy, both patient and therapist may learn more about the developmental history and interaction patterns. At the same time, patient and therapist co-construct intersubjective experience unique to them, which adds a great deal to the richness and complexity of any formulation.

The DSM (Diagnostic and Statistical Manual of Mental Disorders) describes people using lists of shared characteristics, categorizing their characteristic patterns of thinking and behaving along diagnostic lines. A formulation that starts with a DSM diagnosis generates generalized ideas about diagnostic etiology. However, I think it is more sophisticated and nuanced to create formulations that preserve the “consequential uniqueness” (Hoffman, 2009) that exists for every psychoanalytic dyad.

I chose to assign chapters from the book *Psychodynamic Formulation* (Cabaniss et al., 2013) because the authors focus on a process of formulating that starts with describing the patient along dimensional, as opposed to diagnostic lines. These authors propose three basic steps to creating a psychodynamic formulation:

1. DESCRIBE the primary problems and patterns:

Before we think about *why* people developed their primary problems and patterns, we have to describe *what* they are with respect to fundamental areas of functioning. We learn them from what the patient/client *tells* us and what they *show* us.

- self
- relationships



- adapting
- cognition
- work and play

2. REVIEW the developmental history

We try to learn as much about our patients/clients to begin making links between their histories and the development of their primary problems and patterns. This kind of history begins before birth, with the family of origin, prenatal development, and genetic endowment; it includes every aspect of the first years of life, including attachment, early relationships with caregivers, and trauma, and it continues through later childhood, adolescence, and adulthood, until the present moment.

3. LINK the problems and patterns to the history using organizing ideas about development

The final step in constructing a psychodynamic formulation is linking the problems and patterns to the developmental history to form a longitudinal narrative that offers hypotheses about how and why the patient/client developed their ways of thinking, feeling, and behaving. We can be helped by organizing ideas that provide us different ways of conceptualizing and understanding our patients'/clients' developmental experiences.

- trauma
- early cognitive and emotional difficulties
- conflict and defense
- relationships with others
- attachment

Core concepts:

How to think about and assess the kind of information that is pertinent to a written formulation.
How to organize a written formulation.

Keywords:

formulation, hypotheses, developmental history, process, co-construction

All readings are from:

Cabaniss, D. L. (2016). *Psychodynamic Psychotherapy: A clinical manual*. John Wiley & Sons.
PDFs will be provided for all chapters.

Readings

Describe Problems and Patterns part one

Cabaniss, D. L. (2016). *Psychodynamic Psychotherapy: A clinical manual*. John Wiley & Sons.



Chapters 3, 4, 5 (PDF)

OCTOBER 26, 2020

SEMINAR ONE

Psychoanalytic Formulation (*continued*)

Instructor: Hilary Offman, M.D.

Readings

Describe Problems and Patterns part two

Cabaniss, D. L. (2016). *Psychodynamic Psychotherapy: A clinical manual*. John Wiley & Sons. Chapters 6, 7, 8 (PDF)

SEMINAR TWO

Continuous Case

Instructor: Hilary Offman, M.D.

NOVEMBER 2, 2020

SEMINAR ONE

Psychoanalytic Formulation (*continued*)

Instructor: Hilary Offman, M.D.

Readings

Review Developmental History

Cabaniss, D. L. (2016). *Psychodynamic Psychotherapy: A clinical manual*. John Wiley & Sons. Chapters 9, 10, 11, 12 (PDF)

SEMINAR TWO

Continuous Case

Instructor: Hilary Offman, M.D.

NOVEMBER 9, 2020

SEMINAR ONE

Psychoanalytic Formulation (*continued*)

Instructor: Hilary Offman, M.D.

Readings



Link Using Organizing Ideas: part one

Cabaniss, D. L. (2016). *Psychodynamic Psychotherapy: A clinical manual*. John Wiley & Sons. Chapter 13, 14, 15 (PDF)

SEMINAR TWO

Continuous Case

Instructor: Hilary Offman, M.D.

WEEKEND WORKSHOP: November 14/15, 2020

Dr. Donnel Stern, Ph.D.

PLEASE NOTE: Due to current COVID-19 physical distancing protocols, further details about this weekend conference and the candidate workshop will be communicated at a later date.

NOVEMBER 16, 2020

SEMINAR ONE

Psychoanalytic Formulation (*continued*)

Instructor: Hilary Offman, M.D.

Readings

Link using Organizing Ideas: part two

Cabaniss, D. L. (2016). *Psychodynamic Psychotherapy: A clinical manual*. John Wiley & Sons. Chapter 16, 18 (PDF)

SEMINAR TWO

Continuous Case

Instructor: Hilary Offman, M.D.

NOVEMBER 23, 2020

SEMINAR ONE

Writing: Case Reports & Research Paper

Instructor: Rex Kay, M.D.

Readings

To be provided

Learning Objectives

To be provided



Keywords

To be provided

SEMINAR TWO

Continuous Case

Instructor: John Sloane, M.D.

NOVEMBER 30, 2020

SEMINAR ONE

Intersubjective Processes and the Unconscious

Instructor: Gordon Yanchyshyn, M.D.

Readings

Loewald, H.W. (1960). On the therapeutic action of psychoanalysis, Int J Psychoanal, 41: 16-33. (PEPweb, PDF)

Supplementary Reading:

Schafer, R. (1991). Internalizing Loewald, in The Work of Hans Loewald: An Introduction and Commentary, ed. G. Fogel, Jason Aronson, Northvale, NJ, 1991: 77-89. (PDF)

Friedman, L. (1986). On the therapeutic action of Loewald's theory, *ibid.*, pp. 91-104. (PDF)

Learning Objectives

- Intersubjectivity as a theoretical and clinical concept that bridges the intrapsychic and the interpersonal aspects of analytic work;
- Intersubjectivity as a mutual, ongoing process occurring in the transference/countertransference interaction of analysis;
- Intersubjectivity as originating as an unconscious/preconscious phenomenon which can become more consciously and emotionally experienced, symbolized and interpreted;
- the Loewald papers as early, unique examples of these theoretical and clinical modifications applied to traditional ego psychology;
- the Ogden papers as more current elaborations of Intersubjectivity that incorporate some of Bion's theoretical and clinical approaches.

Keywords

- Intersubjectivity



- Internalization
- Transference/countertransference (as a dynamic interaction)
- Reverie
- The analytic third

SEMINAR TWO

Continuous Case

Instructor: John Sloane, M.D.

December 7, 2020

SEMINAR ONE

Intersubjective Processes and the Unconscious (*continued*)

Instructor: Gordon Yanchyshyn, M.D.

Readings

Loewald, H.W. (1979). The waning of the oedipus complex, J Am Psychoanal Assoc, 27: 751-775. (PEPweb)

Supplementary Reading:

Ogden, T.H. (2006). Reading Loewald: oedipus reconceived, Int J Psychoanal, 87: 651-666.

SEMINAR TWO

Continuous Case

Instructor: John Sloane, M.D.

DECEMBER 14, 2020

SEMINAR ONE

Intersubjective Processes and the Unconscious (*continued*)

Instructor: Gordon Yanchyshyn, M.D.

Readings

Ogden, T.H. (2004). The analytic third: implications for psychoanalytic theory and technique. Psychoanal Q, 73: 167-195. (PEPweb)

SEMINAR TWO

Continuous Case



Toronto Institute for Contemporary Psychoanalysis

Instructor: John Sloane, M.D.

**NO CLASSES DECEMBER 21 AND DECEMBER 28, 2020: WINTER BREAK
CLASSES RESUME JANUARY 4, 2021**