REMEMBER TO REGISTER ONLINE @ IPTAR.ORG CONTINUING EDUCATION **BEYOND THE BASIC CURRICULUM**

2021- 2022

***The Beyond the Basic Curriculum Committee is pleased to offer the following courses. ALL ARE AVAILABLE FOR CE CREDIT FOR PhD. PSYCHOLOGISTS, SOCIAL WORKERS, LPs, LMHCS and ART THERAPISTS. Beyond the Basic Curriculum courses are open to candidates (ADULT, CAP, INTEGRATED programs) who are past their second year of study, and to IPTAR members.  In addition, they are often open to candidates and members of other institutes.  IPTAR candidates who have completed their coursework but have not yet graduated are required to take one BBC course per year.***

**Working with West Indians.**

**Instructor: C. Jama Adams, PhD.**

**Fridays, September 10, 17, 24 October 1, 8, 15**

**12-130pm ON ZOOM**

Persons from the English-speaking Caribbean (West Indians) have been migrating to the United States for hundreds of years. Alexander Hamilton, Malcom X, Colin Powell and Kamala Harris all have strong roots in the English-speaking Caribbean. These immigrants present both with psychological commonalities and differences. They experience loss of family and culture alongside the excitement of a new start in a different culture. Many adapt to their new culture, some remain overly nostalgic for home, while others adopt an ‘inbetweeness’ stance.

Particular to West Indians are rich diasporas, often with closely related families in the Caribbean, North America and Europe. On one hand it offers rich networking and support opportunities. It also can present with challenges around attachment and identity. Child-rearing, especially on matters of discipline, can be a source of cultural conflict resulting in the involvement of child protective services.

Attachment issues also play themselves out in parent-child triads where a child may have been either left in the Caribbean awaiting a visa or sent there to be reared by grandparents.  Family blending and reunification can be a challenge for such families.

Identity issues are also challenging given the ambivalence of many West Indians toward being considered African American. Some refer to themselves as either Black or strongly identify with their family’s original Caribbean nation state; a place many have never visited.

In this course we will discuss how these issues of attachment and identity play out in the treatment room. We will read several papers including those by C. Jama Adams, David Baptiste and Kenneth Harvey among others.

9 CONTACT HOURS = 9 CE CREDITS

Teaching Method - Readings and Discussion

Learning Objectives:

1. Participants will become aware of the specific dynamics of West Indian families and individuals
2. Participants will gain context and perspective to guide their interventions

**C. Jama Adams, PhD. is an Associate Professor of Psychology in the Department of Africana Studies at John Jay College, CUNY. Dr. Adams is of Caribbean heritage.**

 **PARTS LOST AND FOUND: Integrating Trauma into the Self**

**Instructor: Sujatha Subramanian, PhD**

**Wednesdays, September 22, 29 October 6, 13, 20, 27 November 3, 10 2021**

**800-930 pm**

 **1 West 64th Street Courtyard Office. Vaccination required – 6 people only**

This course begins with an historical reflection on the role of trauma in the formation of the psyche *and* the field of psychoanalysis as exemplified in Freud’s first model of mind and Ferenczi’s clinical discoveries. Much phenomenological value was evident in their early investigations, even if eventually marginalized by politicized debates regarding psychic reality versus the external world in the development of the mind. Their contributions to war neuroses and sexual trauma preview psychoanalytic concepts such as deferred action, dissociation, and split off parts of the self that have renewed currency in the present day.

 Clinical application of these concepts through the instructor’s vignettes and case material will touch upon wide-ranging traumata early in nature (i.e. birth trauma, neglect, maternal depression) to more gross impingements (i.e. sexual trauma, racism, war, pandemic) to intergenerational transmission. Discussion of this material will allow for contemporaneous consideration of external forces and internal experiences of body and mind, in represented and unrepresented forms. Experiences of extreme pain, known and unknown to the patient, require the analyst’s special sensitivity to the body and use of the self. The centrality of bodily sensations, rhythms, and impulses dovetailing with traumatic experience will be examined in the past and present, using the instructor’s understanding of treatment as a form of aesthetic sensitivity, dreaming, and reverie to access parts missing, damaged, and/or hidden.

12 CONTACT HOURS = 12 CE CREDITS

Teaching Method: Readings and Discussion

Learning Objectives:

1. Participants will understand how trauma is encoded in the mind and body, in represented and unrepresented forms.

2. Participants will understand how trauma is communicated within the analytic dyad and will develop sensitivity in using these communications to facilitate growth.

**Sujatha Subramanian is a Fellow at IPTAR and a graduate of the Anni Bergman Parent-Infant Studies program where she continues to provide outreach services.  She serves on the faculty of IPTAR's Adult and Child training institutes and works with adults, children, and adolescents in private practice.**

**AFTER LACAN**

**Instructor: Jared Russell, PhD**

**Tuesdays, November 2, 9, 16, 23, 30 December 7, 14, 21 2021**

 **7-830pm ON ZOOM**

American analytic audiences remain intimidated by the French tradition due to the perceived inscrutability of the work of Jacques Lacan. While continuing to challenge basic assumptions about what Freudian thought and practice essentially consist in, the French tradition has nevertheless increasingly sought to integrate itself with the mainstream orientations of the IPA. This course will attempt to make the work of André Green, Jean Laplanche, Jean-Bertrand Pontalis, Piera Auglanier, Jacques-Alain Miller, Éric Laurent and others accessible to a primarily ego-oriented clinical audience. In addition to primary texts, clinical case reports informed by these authors’ work will be provided.

12 CONTACT HOURS = 12 CE CREDITS

Teaching Method: Readings and Discussion

Learning Objectives:

1. Participants will become acquainted with some important French psychoanalytic theorists who came after Lacan
2. Participants will understand how these authors’ ideas are used in clinical work

**Jared Russell PhD. is a graduate of IPTAR. He is in private practice in New York and the author of Nietzsche and the Clinic: Psychoanalysis, Philosophy, Metaphysics (Karnac, 2016)**

 **JULIA KRISTEVA**

**Instructor: Rachel Boue-Widawsky, PhD**

 **Tuesdays, January 4, 11, 18, 25 February 1, 2022**

**830-10pm ON ZOOM**

This introductory course on Julia Kristeva’s work will provide a brief look at the pluridisciplinarity of her ideas and their overall connectivity with psychoanalysis. The course will examine three seminal concepts in Kristeva’s work: - the “semiotic”, exploring the pre-psychic activity of the mind, the “primary oedipal phase” which opens new ways of thinking about gender differences, the “abject”, and the “maternal” as a concept between body and mind. This course, based on readings of Kristeva’s articles, will be designed to foster people’s interest in a challenging and thought-provoking thinker whose contributions to psychoanalytic theory and practice are vast and multi-faceted. Widely respected internationally, American psychoanalysis has perhaps found her work harder to pin down. The course offers an ideal and overdue opportunity to become better acquainted with Kristeva’s essential body of work.

7.5 CONTACT HOURS = 7.5 CE CREDITS

Teaching Method: Readings and Discussion

Learning Objectives:

1.Participants will be introduced to the broadness of Julia Kristeva’s thinking and to the specificity of her psychoanalytic approach to psychopathology and metapsychology.

 2.Participants will gain a deeper understanding of Kristeva’s concepts as rooted in a deep understanding of the Freudian theory and as an opening to new perspectives about symbolization, object relations and body/mind theory.

3.Participants will learn how to use this new conceptual material clinically in today’s challenging era.

**Rachel Boue-Widawsky, PhD received her theoretical training in France and pursued her clinical training at the Chicago Institute for Psychoanalysis and at the Institute for Psychoanalytic Education. She is on the faculty of NYU Medical School. She joined IPTAR in 2018.**

**ON NOT LETTING THE PERFECT BECOME THE ENEMY OF THE GOOD: Can Less Than Ideal Terminations be “Good Enough”?**

**Instructor: Joseph Cancelmo, PsyD.**

**Fridays, February 11, 18, 25, March 4, 11, 18 2022**

**12-130pm Format TBA closer to the dates**

In our role as psychoanalysts, we work to foster a process of deep exploration and timeless availability for our patients. The analytic couple also lives with an “unthought known.” They must separate at some point, whether by mutual agreement, by unilateral decision, by fight or flight or, in the most painful of separations, in death. In this most profound of human relationships, like no other in its scope, depth and emotional resonance, a powerful synergy may arise, a blind eye turned from both sides of the couch that avoids this painful reality. In this clinical workshop, we will consider how the classical ideal, proscriptive criteria for termination may live on in contemporary theory, practice and professional training. With a look at classical and contemporary writings and via clinical vignettes, we will discuss the reality that endings rarely fit this ideal and consider a “widening scope” for termination. We will ponder how an emerging need to pause, take a break, or embrace a “good enough” termination may represent more than a patient’s reluctance to deeper work. It may also represent a systemic (psychoanalytic) defense against separation, loss and our existential dread of endings. Finally, we will consider how the necessity of telehealth treatment due to the COVID pandemic and ongoing reliance on digital treatment platforms might complicate these perspectives on termination.

9 CONTACT HOURS = 9 CE CREDITS

Teaching Method: Presentation and annotated review of readings, selected readings from Freud, Klein, Racker, Loewald, Bergmann, Davies, Gabbard, Frosch, Cancelmo, Knafo among others and clinical discussion of case examples.

Learning Objectives:

1.Participants will consider the role of existential anxieties around separation and loss in the dyad

2.Participants will identify potential countertransference in various psychoanalytic models and clinical approaches that might foster protracted psychoanalysis.

3. Participants will learn about flexible models for termination that consider dynamic and systemic forces.

**Joseph A. Cancelmo, MS.ED., PsyD, FIPA is a Fellow at IPTAR. He is a Past President of IPTAR and Former Co-Chair of the Gould Center for Psychoanalytic Organizational Study and Consultation @ IPTAR. He is in private practice in New York City.**

**Male Homosexual Desire and the Contemporary Freudian Analyst**

**Instructors: Brian Kloppenberg and Yukari Yanagino**

**Tuesdays, April 19, 26, May 3, 10, 17, 24 2022**

**8-930pm Format TBA closer to the dates**

Working clinically with the homosexual desires of male patients makes a certain demand upon the contemporary Freudian analyst. This is especially true now, as these patients may identify in a variety of different ways—as gay, queer, bi or pan; as cis, trans or non-binary; as BIPOC or white—to name only a few such variables. In this six-session course, we will aim to articulate a uniquely Freudian response to the vicissitudes of homosexual desire in men and the various ways it gets defended against and channeled through configurations of identity. Topics for the course will include: internalized homophobia in the analytic couple and the challenges involved in finding a non-normative clinical attitude; dynamic factors in the development of homosexual desires, both endogenous and environmental; queerness and intersectionality as disruptions to psychoanalytic orthodoxy. We will read essays by Baldwin, Hansbury, Kloppenberg, Lewes, Moss, Phillips and Yanagino. We will also study the film *Moonlight*.

9 CONTACT HOURS= 9 CE CREDITS

Teaching Method – Readings and Discussion

Learning Objectives:

1.To think psychoanalytically about homosexual desire between men

2.To think critically about how homophobic, transphobic and racist reactions in the countertransference impair the analyst’s capacity to analyze homosexual desire in cis-masculine and trans-masculine patients.

**Brian Kloppenberg, LP, is an IPTAR Fellow, where he chairs the Program Committee and co-. chairs IPTAR-Q. Kloppenberg is also a member of NPAP.**

**Yukari Yanagino, PhD. is a Faculty Member at NYU Medical School Psychoanalytic**

**Institute and an Associate Member and Supervisor at IPTAR, where she co-chairs IPTAR-Q.**

**A Kleinian/Bionian Perspective: 8 Sessions with Dr. Robert Oelsner**

**Instructor: Robert Oelsner**

**Fridays, May 6, 13, 20, 27 June 3, 10, 17, 24**

**12-130pm ON ZOOM For 8 people only**

In this eight- session course, the class will present process and Robert Oelsner will understand it with us from a Kleinian/Bionian perspective. The last four classes will be devoted to studying individual papers of Bion’s, chosen to illuminate particular aspects of our clinical work. The class is limited to 8 participants.

12 CONTACT HOURS = 12 CE CREDITS

Teaching Method: Presentation of Process, Discussion and Readings

Learning Objectives:

1.Participants will understand a Kleinian/Bionian perspective

2.Participants will add depth and nuance to their work through use of Bionian ideas in their work

**Robert Oelsner is a training analyst at the Psychoanalytic Institute of Northern California. He trained in Buenos Aires and pursued further studies of Contemporary Kleinians and Bionians in London. He worked with Donald Meltzer in Oxford. He lived and practiced in Seattle for eighteen years and has recently relocated to Berlin, where he runs a supervisory and teaching international practice.**

## \*\*\*Course Fees: For IPTAR and CAP members and candidates courses are $180 for a four-week course, $200 for a five-week course, $240 for a six-week course, $300 for a five-week course, and $320 for an eight-week course.  For candidates and members of other institutes, courses are $240 for a 4-week course, $300 for a 5-week course, $360 for a 6-week course, and $480 for an 8-week course.

Beyond the Basic Curriculum Committee: Janis Leventhal, Chair; Susan Light, Donna Roth Smith, Jeff O’Malley, Rhonda Ward, Claudia Heilbrunn, Nadia Bassino.  For further information contact Janis Leventhal at 917-734-6191 or jlltp@aol.com.