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Impossible Training Emanuel Berman, 2013-04-15 Over the past century psychoanalysis has gone on to establish training institutes professional societies accreditation procedures and models of education thus bringing into uneasy alliance all three impossible pursuits In *Impossible Training: A Relational View of Psychoanalytic Education* Emanuel Berman turns his attention to the current status and future prospects of this daunting project Berman is ideally suited to tackle the impossibility of psychoanalytic education A graduate of two psychoanalytic institutes one in Israel and one in America he has devoted much of his professional life to psychoanalytic education and the organizational issues embedded in it In *Impossible Training* Berman describes the complex emotional and organizational dynamics of psychoanalytic training Placing these issues within the context of major controversies in psychoanalytic history he shows how generations of students have either idealized a proper analytic identity which evolves into a persecutory ideal or rebelled against these standards Are such persecuting and infantilizing trends inherent in analytic training he asks or can psychoanalytic education transcend them through changes in its structure and rules For Berman the relational and intersubjective trends in contemporary psychoanalysis call for changes in analytic supervision not least of which is heightened attentiveness to the many relationships that gain expression in the supervisory process Envisioned in this relational manner supervision can become a more personal experience less guarded and more conducive to the development of a fertile transitional space between supervisor and supervisee Anchoring his consideration of the present in the controversies of the past Berman concludes by considering the mission of psychoanalytic educators today to provide trainees with the resources to cope creatively with the as yet unknown challenges of tomorrow *Psychoanalytic Education in the United States* Bertram David Lewin, Helen

Ross, 1960 **The Future of Psychoanalysis** Peter Zagermann, 2018-05-08 This book is concerned with the question of what psychoanalytic training should look like today Should we go on with the system that has developed over time Or should we abandon it and if so for which reasons It provides a detailed and compelling account of the ongoing sometimes heated international debate about psychoanalytic training After nearly a century since the onset of formal psychoanalytic training in the 1920s in Berlin experiences with the prevalent Eitington model are presented and looked at from different perspectives Experienced psychoanalysts from all the regions of the psychoanalytic world and from different schools of psychoanalytic

thought and clinical conceptualizations share their ideas critique and on occasion their diagnoses Perhaps no other topic of present day scientific discussion in the field is as prone to evoke more controversial and passionate reactions than the subject of training

Psychoanalytic Education and Research Stanley Goodman,1977

Tradition and innovation in Psychoanalytic Education Murray Meisels,Ester R. Shapiro,2013-05-13 This book a record of the Clark Conference sponsored by the APA consists of a series of papers on psychoanalytic education The book is dedicated to the memory of Helen Block Lewis who realized the necessity for detailed re examination and further development of all ideas in psychoanalysis

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The Very Thought of Education Deborah P. Britzman,2009-05-26 Winner of the 2009 Gary A Olson Award presented by JAC a journal of rhetoric culture and politics For anyone who has ever been to school the very thought of education recalls an emotional world denounced What happens then if we try to understand the emotional scenery of education Author Deborah P Britzman proposes that the psychoanalysis of love and hate in learning provides creative commentary on our contemporary educational controversies Drawing upon novels art psychoanalytic theory clinical material and philosophical debates on human nature Britzman presents a psychoanalytic education of uncertainty She focuses on key encounters thinking development reading psychology transference countertransference and learning a profession From the collapse of contemporary pedagogical themes to the work of reparation Britzman explores the fantasies of education for the purpose of returning ideas of grace hope humor and humility to the impossible professions education government and medicine

The Annual Survey of Psychoanalysis John Frosch,1959

The Journal of Psychoanalytic Anthropology ,1980

Journal of the American Psychoanalytic Association American Psychoanalytic Association,1957

The Journal of Medical Education ,1961

Sartre and Psychoanalysis Betty Cannon,1991 Betty Cannon is the first to explore the implications of Sartrean philosophy for the Freudian psychoanalytic tradition Drawing upon Sartre s work as well as her own experiences as a practicing therapist she shows that Sartre was a fellow traveler who appreciated Freud s psychoanalytic achievements but rebelled against the

determinism of his metatheory. The mind Sartre argued cannot be reduced to a collection of drives and structures nor is it enslaved to its past as Freud's work suggested. Sartre advocated an existentialist psychoanalysis based on human freedom and the self's ability to reshape its own meaning and value. Through the Sartrean approach Cannon offers a resolution to the crisis in psychoanalytic metatheory created by the current emphasis on relational needs. By comparing Sartre with Freud and influential post-Freudians like Melanie Klein, Otto Kernberg, Margaret Mahler, D. W. Winnicott, Heinz Kohut, Harry Stack Sullivan, and Jacques Lacan, she demonstrates why the Sartrean model transcends the limitations of traditional Freudian metatheory. In the process, she adds a new dimension to our understanding of Sartre and his place in twentieth-century philosophy.

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