



210 – How We Got Here: The Evolution and Epistemology of Psychoanalytic Thought

Instructors: Allen Dyer, MD, PhD, and Kate Leslie, LCSW

Meeting Dates: Tuesdays
August 18, 2026 through December 8, 2026
(No class on November 24th)

Dates and times are subject to change.

Time: 5:30 PM-7:00 PM Eastern

Location: Zoom/Virtual

of Credit hours: CME Credits: 24 hours / APA Category B CE: 24 clock hours / NBCC: 24 clock hours / All others: Letter of Attendance

Target Audience: This course is intended for clinicians at the beginning to intermediate levels.

Prerequisites: Every participant must be a matriculated student in the PCC's Training Program (either track) and simultaneously enrolled in the Foundational Integrative Seminar 1.

Format: This class will combine lecture and seminar formats; student participation is encouraged. PCC courses include small group discussions which require participants to read and synthesize the materials presented. PCC faculty ensure that gaps in knowledge are addressed.

Course Description: This 16-week course offers a comprehensive introduction to the development of psychoanalytic theory, tracing its evolution from Sigmund Freud to contemporary perspectives. Moving chronologically, we will explore the major schools of psychoanalytic thought and the distinctive conceptual “lenses” through which each understands the patient’s mind, the therapeutic relationship, and the analytic process.

In addition to surveying these theoretical traditions, the course begins with a meta-theoretical inquiry into the epistemologies that shape psychoanalysis—how analysts determine what counts as knowledge, how theory emerges from clinical experience, and how assumptions about mind and method influence what we believe we see and understand. Throughout the semester, students will reflect not only on the content of psychoanalytic ideas, but also on the processes by which those ideas were constructed and revised.

By the end of the course, participants will have a foundational understanding of the principal psychoanalytic schools, their characteristic concepts and vocabularies, and the historical and epistemological contexts that shaped them. This grounding prepares students for more advanced study and clinical integration across theoretical perspectives, while cultivating a critical awareness of theory development itself.

Course Syllabus: [The Evolution and Epistemology of Psychoanalytic Thought](#)

Required Book to Purchase:

Mitchell, S. A. & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. Basic Books.

Training Program Credit: Students who successfully complete this course can earn credit in the psychoanalytic psychotherapy and psychoanalysis training program.

Continuing Education Credit: At the end of the course, participants must complete the evaluation form to receive continuing education credit. The instructor(s) have no relevant financial relationships with ineligible companies to disclose.

About the Instructors:

Allen R. Dyer, MD, PhD, is a graduate of Brown University and received his MD and PhD (religion/medical ethics) from Duke. He received psychoanalytic training from what was then the UNC-Duke psychoanalytic institute. He is now Professor Emeritus at The George Washington University as well as on the Faculty of the Psychoanalytic Center of the Carolinas. His research interests are in the areas of global health and mental health, health policy, professional ethics, psycho-oncology and spiritual and care. He is the author of several books including, *Ethics and Psychiatry: Toward Professional Definition*; *One More Mountain to Climb: What My Illness Taught Me about Health*; and *Madness as Metaphor: Psychiatry, Ethics, and the Political Divide* (forthcoming from Routledge).

Email: allen.r.dyer@gmail.com

Kate Leslie, MSW, LCSW, is a licensed clinical social worker, originally from Atlanta, GA. She received her Honors in Modern Culture and Media (Semiotics) from Brown University in Providence, Rhode Island in 2001, where she focused on post-colonial literature and politics. Kate received her MSW from Smith College School for Social Work in Northampton, MA. She received a post-masters training fellowship at the McAuley Institute at St. Mary's Hospital in San Francisco, a psychiatric inpatient unit for adolescents, staffed with training analysts from the San Francisco Center for Psychoanalysis, with Terrence Owens, PhD. After moving to North Carolina with her family, she became affiliated with the PCC through Smith Alumni. She is President-Elect of the AAPCSW and is the Smith School for Social Work regional alumni representative for Colorado. She currently is in private practice in Boulder, CO.

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Registration and Tuition Deadline is August 4, 2026.

Tuition

PCC Matriculated Students: **\$540**

Graduate Students and Residents: **\$685**

All others: **\$750**

Registration Fee: \$25 per term (Matriculated Students are exempt from registration fee).

Payment plans can be arranged with the Finance and Operations Manager. Please email Finance@CarolinaPsychoanalytic.org

[Course Cancellation Policy](#)

[Register Here](#)

Course Learning Objectives

Class participants will be able to:

1. Develop the capacity to reflect on how we know something in psychoanalysis (types of knowing and how knowledge is justified).
2. Demonstrate understanding of how various ways of knowing dialogue with each other.
3. Explain how epistemological traditions shape knowledge creation in psychotherapy and clinical practice.
4. Explain Freud's topographic model of the mind.
5. Describe the dominant psychological organization of psychosexual stages.
6. Describe the topographic, economic, and structural models of the mind.
7. Engage with the epistemology of a psychoanalytic text and how alternate ways of knowing could change knowledge.
8. Analyze the relationship between power and knowledge in therapeutic settings, how discourse creates legitimate clinical knowledge.
9. Describe the ego functions and defenses.
10. Explain two ways in which drive theory and ego psychological theory differ in terms of how symptoms are viewed.
11. Explain a primary difference between the developmental factors emphasized in the object relational model as opposed to the drive theory and ego psychological models of the mind.
12. Explain two concepts that were central to the thinking of the "middle group" of the British object relations school.
13. Summarize the phases of the development of a self as described by Kohut.
14. Compare/contrast the primary tenets of two different approaches to psychoanalytic understandings of the patient and the treatment (i.e., Drive, Ego, Object, Self)
15. Describe two implications of a relational perspective for clinical technique.
16. Describe two implications of neuro-psychoanalytic theory for psychotherapeutic diagnostic formulation.
17. Reflect critically on personal epistemological assumptions.
18. Explain two clinical implications of a psychoanalytic approach based on empiricism.
19. Explain two ways in which critical race theory can inform the interventions of psychoanalytically oriented practitioners.

Confidentiality Statement: All case material will be carefully disguised. We ask that participants agree to hold all material presented with the utmost care, following ethical and professional guidelines.

Course Participants agree to review and abide to the following:

[Professional and Ethical Guidelines for the Classroom](#)

Accommodation Statement: To request an accommodation for this program, please get in touch with the Administrator at Kayla@CarolinaPsychoanalytic.org by two weeks before the start date.

CE & CME Disclosures:

The Psychoanalytic Center of the Carolinas has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6518. Programs that do not qualify for NBCC credit are clearly identified. The Psychoanalytic Center of the Carolinas is solely responsible for all aspects of the program.

The Psychoanalytic Center of the Carolinas is approved by the American Psychological Association to sponsor continuing education for psychologists. The Psychoanalytic Center of the Carolinas maintains responsibility for this program and its content.

Social workers will receive a letter of attendance documenting their hours of continuing education. This certificate may not be acceptable verification in all states.

ACCME Accreditation Statement

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Psychoanalytic Association and the Psychoanalytic Center of the Carolinas. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.

AMA Credit Designation Statement

The American Psychoanalytic Association designates this live activity for a maximum of 24 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Disclosure Statement

The APsA CE Committee has reviewed the materials for accredited continuing education and has determined that this activity is not related to the product line of ineligible companies and therefore, the activity meets the exception outlined in Standard 3: ACCME's identification, mitigation and disclosure of relevant financial relationship. This activity does not have any known commercial support.

Contact: Kayla@CarolinaPsychoanalytic.org

Kayla Schilke, Training and Education Program Manager

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