



211 – Foundational Integrative Seminar 1

Instructors: Heather Craige, MSW, Psychoanalyst; Kate Leslie, MSW, LCSW; and Janelle Railey, LCMHCS

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

Dates and times are subject to change.

Time: 7:10 PM-8:40 PM Eastern

Location: Zoom/Virtual

of Credit hours: CE 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 Clinical Training Program (either track) and simultaneously enrolled in The Evolution and Epistemology of Psychoanalytic Thought course.

Format: This class will combine lecture and discussion of psychoanalytic concepts as they apply to working with patients. Student participation in discussions is encouraged, requiring participants to read and synthesize the materials presented. Short weekly writing assignments will ask participants to apply psychoanalytic concepts to their cases in treatment and to their lived experience.

Course Description: This seminar integrates the ideas explored in The Evolution and Epistemology of Psychoanalytic Thought course with clinical practice, applying theoretical concepts to case material and to the participants' lived experience. The initial FIS centers on the therapist's experience of self and use of self in analytic treatment, including what it means to sustain an analytic attitude and establish an analytic frame. Readings and cases that engage diverse identities, the impact of the social milieu, and the dynamics of power will be woven throughout. We will examine both the shared features and distinguishing qualities of psychoanalytic treatment in relation to other therapeutic modalities. Participants are invited to reflect on the epistemologies that underpin their professional formation and personal perspectives on therapeutic action. An ethics of care—expressed through the therapist's reliable and attuned presence, respect for the patient's vulnerability and autonomy, and thoughtful attention to the asymmetry of power and authority—grounds the course as a unifying thread.

Course Syllabus: [Foundational Integrative Seminar 1](#)

Required Course Texts:

Students are asked to purchase this book to be read during the course:

Quatman, T. (2015). *Essential psychodynamic psychotherapy: An acquired art*. Routledge.

Required Reading for Summer before the Course Begins:

Students should purchase: McWilliams, N. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. Guilford Press.

Shedler, J. (2022). That was then, this is now: Psychoanalytic psychotherapy for the rest of us. *Contemporary Psychoanalysis*, 58(2-3), 405-437. DOI: 10.1080/00107530.2022.2149038

Leslie, K. (2026). Understanding How We Know What We Know: Exploring Philosophy, Psychology, and Epistemology in Clinical Work. (1 hour video lecture.)

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

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. CME credits are not offered to physician learners for this course.

About the Instructors:

Heather Craige, MSW, is a clinical social worker and psychoanalyst providing case consultation and supervision in Raleigh, NC. During 45 years of practice, she has developed a particular interest in using object relations, attachment, self-state, and relational approaches to treat adult survivors of chronic childhood trauma. Heather graduated as an adult psychoanalyst from the UNC-Duke Psychoanalytic Education Program, now a component of the Psychoanalytic Center of the Carolinas (PCC). She has published articles on termination and on self-state theory in the *Journal of the American Psychoanalytic Association*, *Psychoanalytic Dialogues*, and *Psychoanalytic Inquiry*. Heather has served in a variety of roles in the psychoanalytic community, including Board Chair of the NC Psychoanalytic Foundation, and is a Training and Supervising Analyst for the PCC. As a member of the PCC's Community Service Committee, Heather led the team that brings Circle of Security Parenting facilitator training to North Carolina from 2016 to 2021. She was honored with the Edith Sabshin Teaching Award by the American Psychoanalytic Association in 2025.

Email: heathercraige@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 is currently in private practice in Boulder, CO.

Email: kateleslielcsw@gmail.com

Janelle Railey, LCMHCS, is a psychoanalytically informed psychotherapist, clinical supervisor, and educator with over twenty years of clinical experience. Her work integrates psychodynamic therapy, somatic psychology, mindfulness, and trauma-informed care to help individuals develop deeper self-understanding, emotional regulation, and more meaningful ways of relating to themselves and others. She maintains a private practice working with adults navigating trauma, anxiety, relational challenges, life transitions, and questions of identity and purpose. Janelle is a Board Member of the Psychoanalytic Center of the Carolinas and an advanced candidate in the Adult Psychoanalytic Track. In addition to her clinical work, she provides supervision to licensed clinicians and offers workshops that integrate reflective practice, nervous system regulation, and contemplative approaches to healing.

Email: janellerailey@gmail.com

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. Define the term, intersectional identity, and locate themselves within a range of identities, including race, gender, class, sexuality, ability, religion, age, and nationality.
2. Describe what is meant by maintaining an analytic attitude.
3. Distinguish the four languages of emotion, including somatic, motoric, imaginal, and verbal.
4. Contrast Freud's view of the unconscious with a contemporary neuropsychanalytic view.
5. Compare and link intrapsychic conflict with interpersonal conflict.
6. Identify the building blocks of epistemic trust.
7. Describe key components of the analytic frame.
8. Describe the relationship between defenses and anxiety.
9. Identify a range of common defenses and illustrate with examples from clinical practice.

10. Describe what is meant by a one-person and a two-person psychology.
11. Define the concept of transference and how it relates to one's internal object world.
12. Describe the impact of psychic trauma, including the trauma of oppression and intergenerational trauma, on the autonomic nervous system.
13. Describe how the concept of countertransference has evolved in psychoanalytic theory.
14. Explain what is meant by the term "self-object" and its relevance to relationships across the lifespan.
15. Describe how idealization is understood from a self-psychological perspective.
16. Define and illustrate the concept of enactment.
17. Contrast Freud's view of the drives with a contemporary neuropsychanalytic view of the seven motivational systems
18. Identify the epistemological underpinnings of their professional discipline and their perspectives on therapeutic action.
19. Identify the hallmarks and the therapeutic tasks of the termination phase.
20. Describe what is meant by the socio-cultural turn in American psychoanalysis.

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.

Continuing Education 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.

Contact: Kayla@CarolinaPsychoanalytic.org

Kayla Schilke, Training and Education Program Manager

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