

#2. David Ramirez:

Title: Log In

“what I hear, I forget
what I see, I remember,
what I do, I know” Chinese proverb

A thorough education in psychoanalysis general includes both didactic and experiential learning components. The focus of this presentation is the use of particular experiential methodology in the context of classroom teaching, an arena where the normal methodology is didactic.

[Distribute 5” x 7” index cards to panelists]

Imagine that you are in the first few minutes of a psychoanalytic class and that each panelist is one of your classmates. Here are the instructions to the class: these cards are your class logs. At the beginning of each class for the remainder of the term you will hand in your log card at the beginning of the class. On your card you should write: your name, the date, the name of the class, the instructor’s name, and your reaction to the class. Reaction can address what you’re learning, what you’re feeling, how you think the class is going, questions for me or things you want me to know.

I’d like all the panelists to go ahead and fill out your cards now: please write your name, the name of our panel, **Contemporary Psychoanalytic Education: Analyzing the Challenges and Proposing Some Changes**, and a thought or two about your experience of today’s panel thus far. {2 minutes approx.}

[30 seconds of quiet as panelists complete their log cards]

In my psychoanalytic training I “logged in” approximately 360 times. In the course of my training, especially early on, talking about the logs was sometimes an integral part of the class. If a student show up without one, the instructor usually provided a blank card and asked that student go ahead and complete it, while the rest of us waited. We came to understand that we were experiencing resistance first-hand, both our own and our classmates’. The concept of transference distortion came to life as I addressed various needs, feelings, demands, wishes, etc. that I had for the instructor.

For their part, the instructors took in the feedback from students and made adjustments in the class as a function of that feedback; or so it seemed to me. I assumed this to be the case when some comment or request that I'd made in my log found its way back into the class in the form of a query to the class or a review of some particular topic.

My proposal for the future of psychoanalytic education is that it take advantage of naturally occurring opportunities for experiential modalities in the classroom. I've always felt that an appealing aspect of psychoanalysis is that is fundamentally "edgy". The log-in technique can help keep the didactic experience be keenly felt.

Now, my talk is over. Please write one word or sentence the summarizes your thoughts about my presentation and hand in the log card. {4 minutes approx}

[30 seconds to hand in the cards]