Hello and welcome to the Fellowship in Psychoanalytic Psychotherapy and the first year of the ATP. I am looking forward to spending the next ten weeks with you and I hope that we have an interesting and fun time together. Attached please find the syllabus for our course. Soon I will send as attachments the first readings for our class on September 17 at 5:30 PM. You can open them with Adobe. If you have trouble opening them let me know and I will send you a link where you can download them. Please read the papers for our first meeting together. I will also send out some main points and questions to consider with the readings.

Many of our readings will come from the book, *Freud and Beyond*, by Mitchell and Black. I suggest that you all purchase this book. It is a great book which you will likely enjoy owning and reading more of. Amazon.com often has used books for less expense and they are often as good as new. I recommend that you start reading the book now so that you will have less of a reading load during the course.

I hope that you will all bring clinical examples from your work that we can consider in relation to the topics we discuss.

The course is entitled: Introduction to Psychoanalytic Theory: The Structure of the Mind and the Nature of Defense. We will introduce the main psychoanalytic models for how mental function is organized. We will then take up the topic of defense and disavowal, or how we disavow experience and knowledge of ourselves. What is excluded from awareness and the means by which we do so vary according to the different models of the mind. So we will look at defense and disavowal through the lens of the different models of the mind. This year we've altered the syllabus some to include more discussion of attachment theory and relational theory. We look forward to your feedback as to how the readings in these areas work. This course will build a foundation for the two courses that follow.

If you have any questions or problems please feel free to contact me at: JSaportajr@aol.com.

Sincerely,

Jose' Saporta, MD
1) To introduce the four main models of the mind in psychoanalysis; to think critically of these models; to get a sense of how these different models have been applied to different clinical situations.

2) To view defenses, or the ways in which we ward off knowledge about ourselves and experience, through the lens of the different psychoanalytic schools. To appreciate how the content of what is kept from our experience and the nature of the defenses used differs according to the different psychoanalytic schools or models of the mind.

**Session I: September 17**

**Introduction to course**

*What is theory? What is the place of theory in clinical work? What is psychic structure?*  
*Introduction to the concept of psychic structure or structures of the mind.*  
*Case presentation and introduction to the main schools of psychoanalysis.*

**Overview, The Main Schools of Psychoanalysis and the Sources and Functions of Theory**


Optional but recommended

Session II: September 24

Freudian Theory: Drives and Conflict Theory


Optional (FYI)


Session III: October 1

Ego Psychology & Ego Deficits; Defense and Compromise- The View from Conflict Theory


Italo Calvino. Mr. Palumbar at the beach. In, Mr. Palumbar (will hand out in class) – an example of compromise formation.

Optional (FYI):

Session IV: October 8

Deficit versus Conflict and the Capacity for Mentalization


Optional (FYI)


Session V: October 15

Object Relations


Optional (FYI)


Session VI: October 22

Defense - The View from Object Relations Theory


Session VII: October 29

A Defense Against Relating to Objets, and Other Forms of Disavowal: Splitting


Session VIII: November 5

Attachment Theory


Optional FYI

Session IX: November 12

Relational Theory

Wachtel P. (2008). Chapter 4 (From Two-person to Contextual), and Chapter 5 (Drives, Relationships, and the Relational Point of View). In, Relational Theory and the Practice of Psychotherapy. [Available in the library]


Optional FYI


Session X: November 19

Defense Against Trauma - A Conflict/Ego Psychology Approach and an Interpersonal Approach

Shengold, L. Child abuse and deprivation: Soul murder. J. Am Psychoanal Assoc. 27, 533-558. PEP Web Link


Optional FYI:

From a relational perspective:


From a Winnicottian perspective:


Saporta, Introduction to Psychoanalytic Theory
Learning Objectives

1. The student can name the main schools for psychoanalysis, articulate the relationship of psychoanalytic theories of the mind to clinical work, and cite factors relevant to the development of psychoanalytic theories.

2. The student can define the fundamental features of the drive theory of classical Freudian theory of the mind and can articulate the relationships between desire, affect, and psychic conflict.

3. The student can define the fundamental features of the ego psychology model of the mind, the notion of compromise formation and defense.

4. The student can distinguish the concept of defense from that of ego deficit and can understand the fundamental features of impaired “mentalizing” as an instance of ego deficit.

5. The student will articulate the fundamental features of the object relations theory of the mind and will distinguish the fundamental features of the theories of Klein, Fairbairn, and Winnicott.

6. The student will articulate the difference between concepts of intra-psycho defense from conflict theory and notions of defense from object relations theory, including interpersonal forms of defense such as projective identification.

7. The student will articulate two forms of psychological defense which are related to different psychopathologies: the defense against feeks as a defense against relating, and the “splitting” of the mind—or compartmentalization and lack of integration of experience.

8. The student will articulate the fundamentals of attachment theory and articulate the clinical manifestations of different forms of insecure attachment.

9. The student will articulate the fundamental features of the relational school of psychoanalysis and distinguish this from non-relational theory, and the student will articulate the concept of context dependence of psychological functioning.

10. The student will articulate the main ways in which severe psychological trauma interrupts psychological functioning and how this form of psychological disruption differs from psychopathology as conceived the other psychoanalytic models covered.