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: October 2**

**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: October 9**

Freudian Theory: Drives and Conflict Theory


Optional (FYI)


**Session III: October 16**

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 23

Deficit versus Conflict and the Capacity for Mentalization


[PEP Web Link](http://www.menningerclinic.com/resources/Mentalizingallen.htm)


Optional (FYI)


Session V: October 30

Object Relations


pp. 85-111. [available in the library]


Optional (FYI)


**Session VI: November 6**

Defense - The View from Object Relations Theory


**Session VII: November 13**

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


**Session VIII: November 20**

Attachment Theory


Wallin, D. (2007) Part II: Attachment Relationships and the Development of the Self (Chapters 5,6,7) and Chapter 8 of Part III. In, *Attachment in Psychotherapy*. The Guilford Press. [available in the library]

Optional FYI

Session IX: November 4

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: December 11

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.


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-psychic defense from conflict theory and notions of defense from object relations theory, including inter-personal 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 feels 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.