



Fellowship/ATP Year 1, Fall 2019

MODELS OF THE MIND

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Welcome to Models of the Mind. This seminar is designed to introduce the major theoretical schools in psychoanalysis and to examine how these theories have been challenged and reworked in contemporary psychodynamic therapy and psychoanalysis. We'll begin with the question of why theory matters and the basic premises on which psychoanalysis was founded.

Using an historical framework, we hope to provide an overview of the breadth of theoretical expansion since Freud's revolutionary theory, to highlight comparisons between the different theories, and to understand how each new model seeks to respond to gaps in prior theories and cultural change.

Throughout the seminar, we'll use clinical illustrations to illuminate the theories and we encourage you to think about how to apply these models to the people you treat: What theories do you gravitate to in your work? Do you find different models or theories particularly helpful with certain types of patients? We hope that our journey will provide a foundation for your future learning at BPSI and enrich your clinical work.

Week 1 – Introduction to Theory and Psychoanalytic Tradition

Cooper A.M. (1985). A historical review of psychoanalytic paradigms. In Rothstein, A. (Ed.), *Models of the mind* (pp. 5-20). NY: International Universities Press. [PEP Web Link](#)

Optional:

Pine, F. (1997). The four psychologies of psychoanalysis and their place in clinical work. *JAPA*, 36, 571-596. [PEP Web Link](#)

Learning Objective: At the end of this session students will be able to identify the four basic premises of Freud's psychoanalytic paradigm.

Week 2 – Freudian/Drive Theory

Freud, S. (1910). Five lectures on psycho-analysis. *SE, Vol. XI* (pp. 9-55). [PEP Web Link](#)

Optional:

Mitchell, S.A. and Black, M.J. (1995). Sigmund Freud and the classical psychoanalytic tradition. In *Freud and beyond: A history of modern psychoanalytic thought* (Chapter 1, pp. 1-22). NY: Basic Books. [Available in the library: Check the reading folder or request from library@bpsi.org]

Sandler, J., Holder, A., Dare, C. and Drecher, D. (1997). 'The development of Freud's theory' and 'Basic assumptions'. In *Freud's models of the mind: An introduction* (Chapter 1-2, pp. 11-38). NY: International Universities Press. [Available in the library: Check the reading folder or request from library@bpsi.org]

Learning Objective: At the conclusion of this session, students will be able to trace the three major phases in the development of Freud's theory.

Week 3 – Ego Psychology

Brenner, C. (2003). Is the structural model still useful? *International Journal of Psychoanalysis*, 84(5), 1093-1096. [PEP Web Link](#)

Gray, P. (1993). A brief didactic guide to the analysis of the ego in conflict. *Journal of Clinical Psychoanalysis*, 2(3), 325-340. [PEP Web Link](#)

Optional:

Freud, A. (1966). The ego's defensive operations considered as an object of analysis. In *The ego and the mechanisms of defense* (Chapter 3, pp. 28-41). Madison, CT: International Universities Press. [Available in the library: Check the reading folder or request from library@bpsi.org]

Mitchell, S.A. and Black, M.J. (1995). Ego psychology. In *Freud and beyond: A history of modern psychoanalytic thought* (Chapter 2, pp. 23-59). NY: Basic Books. [Available in the library: Check the reading folder or request from library@bpsi.org]

Nemiah, J.C. (1973). Psychological conflict. In *Foundations of psychopathology* (Chapter 4, pp. 35-55). NY: Jason Aronson, Inc. [Available in the library: Check the reading folder or request from library@bpsi.org]

Learning Objective: At the conclusion of this session, students will be able to identify an example of the ego's response to conflict.

Week 4 – Object Relations Theory

Greenberg, J. and Mitchell, S. (1983). Object relations and psychoanalytic models. In *Object relations in psychoanalytic theory* (Introduction and Chapter 1, pp. 1-20). Cambridge, MA: Harvard University Press. [Available in the library: Check the reading folder or request from library@bpsi.org]

Kernberg, O.F. (1992). Object relations theory in clinical practice. In *Aggression in personality disorders and perversions* (Chapter 6, pp. 87-102). New Haven: Yale University Press. [Available in the library: Check the reading folder or request from library@bpsi.org]

Optional:

Mitchell, S.A. and Black, M.J. (1995). 'Melanie Klein and contemporary Kleinian theory' and 'The British Object Relations School: W.R.D. Fairbairn and D.W. Winnicott'. In *Freud and beyond: A history of modern psychoanalytic thought* (Chapters 4-5, pp. 85-111). NY: Basic Books. [Available in the library: Check the reading folder or request from library@bpsi.org]

Learning Objective: At the conclusion of this session, students will be able to explain two fundamental ways in which Object Relations theory differs from Ego Psychology.

Week 5 – Self Psychology

Ornstein, P.H. and Ornstein, A. (2014). Some general principles of psychoanalytic psychotherapy. In Lifson, L.E. (Ed.), *Understanding therapeutic action: Psychodynamic concepts of cure* (Chapter 6, pp. 87-101). London: Routledge. [Available in the library: Check the reading folder or request from library@bpsl.org]

Optional:

Mitchell, S.A. and Black, M.J. (1995). Psychologies of identities and self: Erik Erikson and Heinz Kohut. In *Freud and beyond: A history of modern psychoanalytic thought* (Chapter 6, pp. 139-169. NY: Basic Books. [Available in the library: Check the reading folder or request from library@bpsl.org]

Tolpin, M. (1986). The self and its self-objects: A different baby. *Progress in Self Psychology*, 2, 115-128. [PEP Web Link](#)

Learning Objective: At the conclusion of this session, students will be able to compare the concept of self in Self Psychology from that of self in drive theory.

Contemporary Contributions to Analytic Theory

Week 6 – The Relational School

Mitchell, S. (1988). ‘Introduction’ and ‘the relational matrix’. In *Relational concepts in psychoanalysis: An integration* (Chapter 1, pp. 1-12, 17-40). Cambridge, MA: Harvard University Press. [Available in the library: check the reading folder or request from library@bpsl.org.]

Optional:

Harris, A. (2011). The relational tradition: Landscape and canon. *JAPA*, 59(4), 701-735. [PEP Web Link](#)

Aron, L. (1996). The relational orientation: An introduction. In *A meeting of the minds: Mutuality in psychoanalysis* (Chapter 1, pp. 1-30). Hillsdale, NJ: The Analytic Press. [Available in the library: check the reading folder or request from library@bpsl.org.]

Learning Objective: At the conclusion of this session, students will be able to identify three major hallmarks of the relational approach.

Week 7 – Field Theories

Falaras, V. (2012). Notes on intersubjectivity and the psychoanalytic field. *International Forum of Psychoanalysis*, 21(3), 202-206. [PEP Web Link](#)

Learning Objective: At the conclusion of this session, students will be able to identify two aspects of field theory.

Week 8 – Psychoanalytic Approaches to Trauma

Bromberg, P.M. (2008). Shrinking the tsunami: Affect regulation, dissociation, and the shadow of the flood. *Contemporary Psychoanalysis*, 44(3), 329-350. [PEP Web Link](#)

Slade, A. (2014). Imagining fear: Attachment, threat, and psychic experience. *Psychoanalytic Dialogues*, 24(3), 253-266. [PEP Web Link](#)

Optional:

Davies, J.M. and Frawley, M.G. (1994). The impact of trauma on transference and countertransference. In *Treatment of adult survivors of childhood sexual abuse: A psychoanalytic perspective* (Chapter 8, pp. 149-166). NY: Basic Books. [Available in the library: Check the reading folder or request from library@bps.org]

Learning Objective: At the conclusion of this session, students will be able to explain two unique approaches psychoanalytic thinkers have to the treatment of trauma.

Week 9 – Gender and Sexuality and Psychoanalysis

Hansbury, G. (2017). The masculine vaginal: Working with queer men’s embodiment at the transgender edge. *JAPA*, 65(6), 1009-1031. [PEP Web Link](#)

Gonzalez, F.J. (2017). The edge is the horizon: Commentary on Hansbury. *JAPA*, 65(6), 1061-1073. [Available in the library: [Download](#) in the library, check the reading folder or request from library@bps.org]

Optional:

Freud, S. (1905). Three essays on the theory of sexuality. *SE, VII* (pp. 125-246). [PEP Web Link](#)

Fonagy, P. (2006). Psychosexuality and psychoanalysis: An overview. In *Identity, gender and sexuality: 150 years after Freud* (Chapter 1, pp. 1-19). London: Karnac. [Available in the library: Check the reading folder or request from library@bps.org]

Lemma, A. and Lynch, P. E. (2015). Let’s talk about sex or...maybe not... In *Sexualities, contemporary psychoanalytic perspectives* (pp. 1-16). London and NY: Routledge. [Available in the library: Check the reading folder or request from library@bps.org]

Learning Objective: At the conclusion of this session, students will be able to describe the progression of ideas on gender and sexuality from classical to contemporary psychoanalysis.

Week 10 - Race and Psychoanalysis

Leary, K. (1995). “Interpreting in the dark” race and ethnicity in psychoanalytic psychotherapy. *Psychoanalytic Psychology*, 12(1), 127-140. [PEP Web Link](#)

Hart, A. (2017). From multicultural competence to radical openness: A psychoanalytic engagement of otherness. *The American Psychoanalyst*, 51(1). [Linked Here](#)

Learning Objective: At the conclusion of this session, students will be able to apply a psychoanalytic approach to diversity and otherness.