



Fellowship/ATP Year 1
Fall 2021

COMPARATIVE THEORY: MODELS OF THE MIND

Section 1 Faculty

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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 a 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, to understand how each new model seeks to respond to gaps in prior theories and cultural change, and to interrogate the implicit cultural and racial biases in the theories and institution of psychoanalysis.

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 the Psychoanalytic Tradition

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

Brickman, C. (2018). Preface to the new edition. In *Race in psychoanalysis: Aboriginal populations in the mind* (pp. xiv-xviii). Routledge. [Download from the [Reading folder](#) or request from library@bps.org].

Optional:

Pine, F. (1988). The four psychologies of psychoanalysis and their place in clinical work. *Journal of the American Psychoanalytic Association*, 36, 571-596. [PEP Web Link](#)

Aron, L. (2018). Foreword. In C. Brickman, *Race in psychoanalysis: Aboriginal populations in the mind* (pp. x-xiii). Routledge. [Download from the [Reading folder](#) or request from library@bps.org].

Brickman, C. (2018). Introduction. In *Race in psychoanalysis: Aboriginal populations in the mind* (pp. 1-14). Routledge. [Download from the [Reading folder](#) or request from library@bps.org].

Winograd, B. (2017, May 20). *Black psychoanalysts speak trailer 4/2017* [Video]. YouTube. <https://youtu.be/MHPz698AgGU>

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

Week 2 – Discovery of the Unconscious and Defense: The Development of Freud's Theory

Freud, S. (1910). Five lectures on psycho-analysis. *The standard edition of the complete psychological works of Sigmund Freud, volume XI (1910): Five lectures on psycho-analysis, Leonardo da Vinci and other works* (pp. 9-55). [PEP Web Link](#)

Optional:

Sandler, J., Holder, A., Dare, C., & Drecher, D. (1997). The development of Freud's theory and Basic assumptions. In *Freud's models of the mind: An introduction* (pp. 11-38). International Universities Press. [Download from the [Reading folder](#) or request from library@bps.org].

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

Week 3 – Ego Psychology

Freud, A. (1966). The ego's defensive operations considered as an object of analysis. In *The ego and the mechanisms of defense* (revised edition, pp. 28-41). International Universities Press. [Download from the [Reading folder](#) or request from library@bpsl.org].

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

Optional:

Schamess, G., & Shilkret, R. (2016). Ego psychology. In J. Berzoff, L. M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (4th ed., pp. 64-99). Rowman & Littlefield. [Download from the [Reading folder](#) or request from library@bpsl.org].

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

Week 4 – Object Relations Theory

Flanagan, L. M. (2016). Object relations theory. In J. Berzoff, L. M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (4th ed., pp. 123- 165). Rowman & Littlefield. [Download from the [Reading folder](#) or request from library@bpsl.org].

Optional:

Ogden, T. H. (1983). The concept of internal object relations. *International Journal of Psychoanalysis*, 64, 227-241. [PEP Web Link](#)

Sandler, J., & Sandler, A. (1978). On the development of object relationships and affects. *International Journal of Psychoanalysis*, 59, 285-296. [PEP Web Link](#)

Feldman, M. (1992). Splitting and projective identification. *New Library of Psychoanalysis*, 14, 74-88. [PEP Web Link](#)

Learning Objective: At the conclusion of this session, students will be able to explain the concept of an internal object relation.

Week 5 – Self Psychology

Ornstein, P. H., & Ornstein, A. (2014). Some general principles of psychoanalytic psychotherapy: A self-psychological perspective. In L. E. Lifson (Ed.), *Understanding therapeutic action: Psychodynamic concepts of cure* (pp. 87-101). Routledge. [Download from the [Reading folder](#) or request from library@bpsl.org].

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

Optional:

Kohut, H., & Wolf, E. S. (1978). The disorders of the self and their treatment: An outline. *International Journal of Psychoanalysis*, 59, 413-425. [PEP Web Link](#)

Learning Objective: At the conclusion of this session, students will be able to discuss the concepts of self-objects and self-object transferences.

Week 6 – Intersubjectivity and the Concept of the Field

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

Ferro, A. (2009). Transformations in dreaming and characters in the psychoanalytic field. *International Journal of Psychoanalysis*, 90(2): 209-230. [PEP Web Link](#)

Learning Objective: At the conclusion of this session, students will be able to outline three distinguishing features of field theories.

Week 7 – Gender and Sexuality, Part I

Lynch, P. E. (in press). Sexuality and gender in development: Facets of bedrock and beyond. In D. McCann (Ed.), *Same-sex couples and other identities: Psychoanalytic perspectives*. Routledge. [Download from the [Reading folder](#) or request from library@bpsi.org].

Select excerpts from Freud's Three Essays on the Theory of Sexuality – will be distributed by the instructors.

Optional:

Freud, S. (1905). Three essays on the theory of sexuality (1905). *The standard edition of the complete psychological works of Sigmund Freud, volume VII (1901-1905): A case of hysteria, three essays on sexuality and other works* (pp. 123-246). [PEP Web Link](#)

Fonagy, P. (2006). Psychosexuality and psychoanalysis: An overview. In *Identity, gender and sexuality: 150 years after Freud* (pp. 1-19). Karnac Books. [Download from the [Reading folder](#) or request from library@bpsi.org].

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

Week 8 – Gender and Sexuality, Part II

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

Saketopoulou, A. (2017). Between Freud's second and third essays on sexuality: Commentary on Hansbury. *Journal of the American Psychoanalytic Association*, 65(6), 1033-1048. [PEP Web Link](#)

Optional:

González, F. J. (2017). The edge is a horizon: Commentary on Hansbury. *Journal of the American Psychoanalytic Association*, 65(6), 1061-1073. [PEP Web Link](#)

Learning Objective: At the conclusion of this session, students will be able to identify two potential countertransference challenges in working with queer and gender non-conforming patients.

Week 9 – Cultural Influences, Revisions and Challenges to Psychoanalytic Theory and Practice

Evzonas, N. (2020). Prologue: Queering and decolonizing psychoanalysis. *Psychoanalytic Inquiry*, 40(8), 571-578. [Download from the [Reading folder](#) or request from library@bpsl.org].

Stoute, B. J. (2019). Racial socialization and thwarted mentalization: Psychoanalytic reflections from the lived experience of James Baldwin's America. *American Imago*, 76(3), 335-357. [Download from the [Reading folder](#) or request from library@bpsl.org].

Learning Objective: At the conclusion of this session, students will be able to assess cultural influences on psychoanalysis.

Week 10 – Wrap Up: What have we learned?/Future directions

Poland, W. S. (2011). Regarding the other. *American Imago*, 68(2), 355-359. [PEP Web Link](#)

González, F. J. (2020). Looking beyond: Toward a psychoanalytic future. *Journal of the American Psychoanalytic Association*, 68(6), 1101-1111. [Download from the [Reading folder](#) or request from library@bpsl.org].

Learning Objective: At the conclusion of this session, students will be able to demonstrate two benefits and potential limitations of the application of psychoanalytic theories to contemporary clinical practice.