COURSE OUTLINE AND READINGS

Course Objectives:

1. This first in a sequence of psychoanalytical courses will integrate psychoanalytical theories of personality and psychopathology with the study of the technique of psychoanalytically-informed psychotherapy. Attention will be given to actual case material and the role of the psychotherapist in psychoanalytically-oriented treatment. The psychoanalytical perspective on the psychotherapeutic process itself will be explored from a variety of viewpoints including the Freudian, the ego psychological, interpersonal, object-relational, Lacanian, and self-psychological. Students will be introduced to basic psychoanalytic concepts of personality and psychopathology and their implications for psychotherapeutic technique.

2. It is imperative that whatever our theoretical orientation, it is necessary for the ethical and professional practice of psychotherapy that we become sensitized to the necessity for careful and thoughtful review of clinical material in order to appreciate the complexity of psychological processes and psychopathology. This will of course necessitate attention to intrapsychic as well as cultural, societal, political, economical, and other environmental factors. Attunement to the vicissitudes of interfacing with patients from diverse cultures, racial origins, sexual orientations, class backgrounds, and other life structures will also be encouraged.

3. It should also go without stating that students enrolled in this course will be encouraged to observe and to reflect upon their own intrapsychic state for the purpose of establishing and maintaining empathic contact with others. This necessitates being attuned to metaphorical, symbolical, and derivative aspects of communications, along with the application of course perspectives to students' own experiences. Subjectively, students are encouraged to develop an appreciation for such modes of analysing narrative structures within their own professional practice, as well as the material to be discussed within the course itself.

4. Special attention will be placed on the development of the capacity to formulate clinical hypotheses about psychopathology in a psychotherapeutic interaction from a variety of psychoanalytical perspectives. This implies a dialectical process, and more specifically, a form of praxis.

Course Expectations:

1. It is anticipated that all reading be completed prior to class to permit a seminar-style dialogue.

2. In addition to the readings, on a weekly basis, transcripts of an on-going psychoanalytical psychotherapy will be analysed from the perspective of that week's readings. The particular session should be summarized utilising the framework being discussed, i.e. classical drive theory, self-psychology, etc., with appropriate citations given for the authors. These weekly assignments should be no longer than four to six pages.

3. Students will be evaluated by their performance on the above as follows: a) In-class participation and attendance: 20%; b) case formulation assignments: 80%. 

The format for these assignments will be discussed in class.

4. It is the responsibility of students with special needs to bring these to the attention of the Instructor at the beginning of the Term.

5. The Instructor is in the office Monday through Thursday. Questions and consultations about the Course are invited.

Class 1

Course introduction. Psychoanalysis in an historical-political context. Have you driven a Freud lately?: Classical psychoanalytical theory I: Early applications and constructs of psychoanalysis.


Class 2

Psychoanalytical technique within the relational matrix: Important concepts and applications I: Initial contacts and the establishment of the psychotherapeutic frame.


Class 3

Class two material, from Robert Langs, continued.

Class 4

Classical Psychoanalytical Theory II: Early applications and constructs of psychoanalytical theory.


______ (1914): “Further recommendations on the technique of psycho-analysis: Recollection, repetition, and working through”. Ibid, pp 51-64.


____________ (1917). “Mourning and Melancholia”. In General Psychological Theory, pp 164-180.

Class 5

Psychoanalytical technique within the relational matrix: Important concepts and applications II: Analysing patient narratives; manifest and latent elements of communication; unconscious communication.


Class 6

Psychoanalytical technique within the relational matrix: Important concepts and applications III: Transference and counter-transference.

York: Jason Aronson.


Class 7
Psychoanalytical technique within the relational matrix: Important concepts and applications III: Transference and counter-transference, continued.


Class 8
Psychoanalytical technique within the relational matrix. Important concepts and applications IV: Dreams and dream interpretation.


Class 9
Ego Psychology: The application of evolving psychoanalytical theory and technique.


Class 10


Javier, RA & Herron, WG (2002). ‘Psychoanalysis and the Disenfranchised: Counter-transference

**Class 11**

*New trends and special topics in psychoanalytical theory and psychotherapy II: The British School of Object-Relations I.*


**Class 12**


**Class 13**

*New trends and special topics in psychoanalytical theory and psychotherapy IV: The British School of Object Relations II.*


**Class 14**

*New trends and special topics in psychoanalytic theory and psychotherapy V: American Object-Relations Perspectives*


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Class 15

New trends and special topics in psychoanalytical theory & psychotherapy VI: Psychoanalytical Self-Psychology.


Class 16


Class 17

Termination.


Class 18

There Is No Class Eighteen. “Lorsque tout est fini, j'entre l'invisible dans l'arche.” -- André Breton

(“When all is finished, I enter invisible into the arch”)

Required Texts:


Selected books and required readings are available through the University of Indianapolis Book Store as well as reserve and journal sections of the University of Indianapolis Library. All journal articles and papers not available in the Bookstore will be available in the Library, as well as on-line, through the University of Indianapolis Intranet Blackboard.
Recommended Readings:


**Please note:** At the conclusion of the course, or upon withdrawing from this course, each student will be required to return transcripts and poetry to Dr. Downing. Due to the sensitive clinical nature of this material, making copies for personal or professional use or discussion/dissemination with anyone not enrolled in the class is strictly prohibited as outlined in the APA ethical standards.

.... “Hark ye yet again, -- the little lower layer. All visible objects, man, are but as pasteboard masks. But in each event -- in the living act, the undoubted deed -- there, some unknown but still reasoning thing puts forth the mouldings of its features from behind the unreasoning mask. If man will strike, strike through the mask! How can the prisoner reach outside except by thrusting through the wall? To me, the white whale is that wall, shoved near to me. Sometimes I think there’s naught beyond. But ‘tis enough. He tasks me; he heaps me; I see in him outrageous strength, with an inscrutable malice sinewing it. That inscrutable thing is chiefly what I hate; and be the white whale agent, or be the white whale principal, I will wreak that hate upon him. Talk not to me of blasphemy, man; I’d strike the sun if it insulted me. For could the sun do that, then could I do the other; since there is ever a sort of fair play therein, jealousy presiding over all creations. But not my master, man, is even that fair play. Who’s over me? Truth hath no confines.” ... 

Ahab, in Chapter 36, “The Quarter-Deck” from *Moby-Dick* or, *The Whale* by Herman Melville