This course focuses on the disorders of adulthood, the treatment of the disorders and the intrinsic relationship to the development of psychodynamic theory from drive, object relations and self psychology perspectives. It covers the period from 1895 to 1980 and explores the synergistic and dynamic relationship among the development of psychoanalytic theories of the mind, theories of pathology, and clinical practice theories. We will be establishing a foundation for understanding and treating the neurotic, the character and the psychotic disorders within this time frame. The class builds on the students previous courses in psychodynamic theory and clinical processes and technique.

Our study of neurotic disorders begins in 1895 with Breuer and Freud’s *Studies in Hysteria*. We will explore the ways in which Freud’s abandonment of the seduction theory in 1897. The subsequent development in 1900 of the topographical model followed by the theories on infantile sexuality, the theories on the types of neurosis, the dynamics of the structural model, and the theories of anxiety in 1926 make it possible to formulate a comprehensive theory of neurosis. We focus on the phobic neurosis, the obsessive neurosis and the hysterical neurosis and consider the ways in which hysteria is used as paradigm for all neuroses. We will think about neurosis from the perspective of the drives, defenses, psychosexual development, anxiety, object relations and the experience of the self. We will also consider treatment approaches.

We will then shift to the character disorders. Melanie Klein’s concepts of the paranoid schizoid position and the depressive position enable us to formulate character disorders as a bridge between the neuroses and the psychoses. We will look at the borderline personality disorder, the narcissistic personality disorder and the schizoid personality disorder and will consider the work of Kernberg and Kohut and Winnicott. We will think about these disorders from the perspective of drives, defenses, psychosexual development, anxieties, object relations and the experience of the self. We will also consider approaches to treatment.

As we move on to the psychotic disorders we will consider Freud’s theories of psychosis. We will also return to Klein’s concept of the paranoid schizoid condition. We will add Bion’s concept of projective identification as well as Ogden’s four phase model of the resolution of the schizophrenic conflict. We will use Ogden’s four phases not only to help understand the dynamics of psychotic disorders but also to provide a model for treatment. Again, we will look at psychosis from the perspective of drive, defenses, psychosexual development, anxieties, object relations, and the experience of the self.

**Goals**

1. Establish a psychodynamic understanding of the etiology of neurotic, psychotic, and character disorders in adulthood.
2. Identify treatment techniques associated with specific disorders.
3. Augment understanding of the dynamic and shifting relationships among theory, diagnosis, treatment and the contribution of the historical context.
4. Increase ability to convey diagnostic understanding in both written and oral communication.

Evaluation

Grades will be based 50% on class participation and 50% on written assignment.

Class participation includes: evidence of reading assigned readings and ability to raise questions about the readings and to relate clinical experience to concepts presented in readings. Readings reflect different levels of conceptual difficulties. Students should chose 2 to 3 readings per class that are appropriate to each student’s level of familiarity with the subject. Class attendance is mandatory and emergency absences should be discussed in advance with instructor. For the students who miss more than one class, the overall grade for course will be lowered one level. Students who miss more than two classes will automatically fail the course (in the case of personal emergency, the student will be asked to withdraw from the course and retake it the following year).

Written Assignments:
Using the character of Jackie in the movie Hillary and Jackie and the class readings and discussions review and work through the diagnoses addressed in class as they apply to Jackie.
Assignment I: It is 1926. You have been part of Freud’s inner circle since it’s beginning in 1895. The world famous cellist Jacqueline DuPre seeks your help for a variety of problems. Using the readings and class discussion write a diagnostic assessment of Jackie from the perspective of neurotic disorders. Make the best diagnosis within this category and explain how the theory applies to Jackie. You will need to reference the course material. Discuss the etiology and course of the illness. You must connect the theory with clinical understanding so you will need to use character examples to illustrate your point. The paper is due before the 4th class meets and should be no more than 6 pages.

Assignment II. It is now 1980. Freud has been dead for many years. Your studies have immersed you in the works of Klein, Winnicott, Kernberg and those identified with the object relations perspective. You are even intrigued by the works of Kohut and the disorders of the self. Once again Jaqueline DuPre seeks your help. You must now reconsider the case, this time from the perspective of the character disorders we have discusses in class. Choose the diagnostic category that you think best fits Jackie, explain why you think so and why you are ruling out other categories. Again, remember this is a course which connects theory and clinical understanding, so be sure to maintain a good balance using the character to illustrate your points. This paper is due on the last day of class and should be no more than 14 pages.

Your written assignment will be assessed as follows:
An “A” paper should reflect a high degree of understanding, and demonstrate creativity or critical thinking. It should also be well-organized, clear, and edited for correct grammar and spelling.
A “B” paper is one which shows a high degree of accuracy in understanding and application of concepts is well organized and edited for correct grammar and spelling.
A “C” paper is one that is written with insufficient depth and demonstrates only an adequate understanding of the material. It is also a grade that can be given because of poor organization of material, lack of clarity, or insufficient editing.
An “F” will be given to papers that reflect major conceptual.
misunderstandings.
Papers must conform to ICSW Style manual.

Text:


**Class 1: NEUROSIS AND NEUROTIC DISORDERS**


**Class 2:**


**Class 3:**


**Class 4: CHARACTER DISORDERS**


**Class 5**


**Class 6**


**Class 7**


**Class 8: Psychoses**


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