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 1895-1980 and explores the synergistic and dynamic relationship among the developments of psychoanalytic theories of the mind, theories of pathology, and clinical practice theories. We will be establishing a foundation for treating and understanding the neurotic, the character and the psychotic disorders within this time frame. The class will build upon previous courses.

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 and 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 a paradigm for all neuroses. We will think about disorders from the perspective of the drives, defenses, psychosexual development, anxiety, object relations, and the experience of the self. We will also consider approaches to treatment.

We will, then, shift to the character disorders. Melanie Klein’s concepts of the paranoid schizoid position and the depressive position enable us to conceptualize character disorders as a bridge between the neuroses and psychoses. We will look at the borderline personality disorder, the narcissistic personality disorder and the schizoid personality disorder. The character disorders will be considered from the perspectives of Kernberg, 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 position. An effort will also be made to add Bion’s concept of projective identification and Ogden’s 4 phase model of the resolution of the schizophrenic conflict. We will use Ogden’s 4 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 historical content.
4. Increase ability to convey diagnostic understanding in both written and oral communication.

**Evaluation**
Grades will be based 1/3 on class participation and 1/3 on each of 2 written assignments.

Class participation includes:

1. Evidence of reading the assigned readings. This includes raising questions about the readings and the demonstration of an effort to relate clinical experience to concepts presented in the readings. You should choose 2-3 readings per class that are appropriate to your own comfort with the subject.

2. Class attendance is mandatory, although it is understood that emergencies, illness, etc. happen. Please call me to make arrangements in the event that you are prevented from attending. More than (1) absence will cause your grade to be lowered one level and missing more than two (2) classes will result in a Failing (F) grade. (In the event of personal emergency, a withdrawal may be recommended and the course may be re-taken.)

**Written Assignments**
Use the character of either Hilary or Jackie from the movie “Hilary and Jackie”.
Using one of these characters, the class readings and discussions, please apply and discuss the diagnosis you feel is appropriate.

Assignment 1 --- Due at the beginning of the 4th class.
Imagine it is 1926. You would have been part of Freud’s inner circle since its beginning in 1895. The world famous cellist, Jacqueline DuPre, or her sister, Hillary, seek your help for a variety of problems. Using the readings and class discussion write a diagnosis and explain it in terms of theory. 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 points. **This paper should be no more than 6 pages long.**

Assignment 2 --- Due the last day of class
It is now 1980. Freud has been dead for many years. Your studies have immersed you in the works of Klein, Winnicott, Kernberg and others identified with the object relations perspective. You are even intrigued by the works of Kohut and the disorders of the self. Once again Jacqueline or Hillary seeks your help. You must now reconsider the case, this time from the perspective of character disorders we have discussed in class. Choose the diagnostic category that you think fits best and explain why you think this and why rule out others. (This is a differential diagnosis) AGAIN, remember this is a course that connects theory and clinical understanding, so be sure to maintain a good balance. Use the character to illustrate your points. **This paper should be no more than 10 pages.**

Written work will be assessed as follows:

A This is a paper that reflects a high degree of understanding and demonstrates creativity or critical thinking. It must be well organized, clear, and edited for correct grammar and spelling.
B This is a paper that shows a high degree of accuracy in understanding and application of concepts. It must be well organized and edited for correct spelling and grammar.

C This is a paper that is written with insufficient depth and demonstrates only an adequate understanding of the material. This grade may also be given for poorly organized material, lack of clarity or insufficient editing.

F This grade will be given to papers that reflect major conceptual misunderstandings.

All papers must conform to the ICSW Style Manual.

TEXTS


Classes and Assignments

Class 1: **NEUROSIS AND NEUROTIC DISORDERS**


Class 2:


Class 3:


Class 4: CHARACTER DISORDERS


Class 5


Class 6


Class 7


Class 8: Psychoses
