

CF 712: Psychodynamic Psychology IV: Object Relations

Conceptual Foundations Objectives:

1. Develop and deepen students' knowledge of seminal psychodynamic theory, including Freudian foundations, object relations, self-psychology and relational theory in both their classic forms and contemporary elaborations;
2. Acquire knowledge of contemporary models of development and their fit with traditional and contemporary psychoanalytic theories of development;
3. Promote students' abilities to creatively and productively use psychodynamic concepts and developmental concepts to inform their understanding of various clinical and socio-cultural phenomena;
4. Advance students' capacities to reflect on conceptual knowledge as embedded within discrete historical, socio-cultural, intellectual, and philosophical contexts and traditions;
5. Inspire the development of a scholarly attitude in students, including intellectual curiosity and rigor, the open and critical examination of ideas, and complexity and independence of thought.

Course Description:

This course traces the object relations tradition from the work of Freud to the Kleinian movement and the British Independents, emphasizing the classic ideas within these traditions (the internal object, projective identification, schizoid phenomena, the depressive position, object usage, and countertransference theory). The class examines how mental/relational experience is structured according to projective and introjective processes, as well as how these processes are animated within, and informed by, the intrapsychic (phantasy) and relational (environmental) dimensions of emotional life. The course also presents phenomenologically related contemporary extensions of object relations theory, including discussions of its intersection and conflicts with attachment theory and cognitive neuroscience, plus introduces applied psychoanalysis.

Course Objectives:

1. To familiarize students with the history of and core theoretical concepts within the British object relations tradition, emphasizing the contributions of Melanie Klein, W.R.D. Fairbairn, and D.W. Winnicott;
2. To promote understanding of the internal object (as distinct from the environmental object) as it both animates and informs the intrapsychic (phantasy) and relational (interpersonal) dimensions of emotional life;
3. To enhance integration of seminal object relations concepts-- the internal object, schizoid and depressive anxieties, object usage, projective identification, and transference/countertransference processes--into an understanding of clinical and sociocultural phenomena.

Required Texts

Hinshelwood, R. D. (1998). *Dictionary of Kleinian thought*. London: Free Association Books.

Klein, M, and Riviere, J. (1936/1964). *Love, hate, and reparation*. New York and London: W.W. Norton & Company.

Ogden, T. (1992). *The matrix of the mind: Object relations and the psychoanalytic dialogue*. London: Karnac Books.

All other readings are on the PEP archive and/or uploaded into Blackbaud.

Course Requirements and Assignments: All readings are required. Students are expected to come to class prepared to integrate the readings into the class discussion.

Grading:

Quality of class participation: 30%, based on rigor, effort, engagement with the texts and with each other, and willingness to take intellectual risks.

Paper #1:

Due: 3/10 (On-Site Class 3)

Value: 30% of final grade

Length: 5-7 pages

Format: APA

Grading: Grading rubric and will be provided on Blackbaud

Using one reading from Class 1, 2 or 3, discuss a case scenario that reflects the essence of the clinical phenomena under consideration. Provide specific examples from the treatment to demonstrate your understanding of the material. Include in your description a discussion of the following questions: 1) How does the object relational idea(s) help you comprehend your patient in a way that other models might not? 2) What challenges (if any) would you have in employing such ideas on a regular basis?

Paper #2: 40%

Due: 5/6 (Last day of class)

Value: 40% of final grade

Length: 9-12 pages

Format: APA

Grading: Grading rubric and will be provided on Blackbaud

Drawing on the course readings, lectures, and discussions, this paper will examine how the ideas of the depressive position, object usage, and projective identification operate *intrapsychically* and *interpersonally*. Discuss in depth the following questions: 1) How might each concept be

viewed as operating as an intrapsychic phenomenon? 2) An interpersonal phenomenon? 3) As *both* an intrapsychic *and* interpersonal phenomenon simultaneously? Use clinical examples to support your points.

Except in cases of extreme personal emergency (requiring permission from the instructor before assignments are due), there will be no “incompletes” given for the class.

Classroom and Grading Policies

Respect for Diversity

Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students with Special Needs

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Student Evaluation and Grades

Classroom instructors grade students on their course work and submit evaluations on the caliber of each student's work. The purpose of grading is evaluative, as well as to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed. Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in the students' transcript. Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after classes end.

Grading Standards

Grades are assigned according to the following standards:

A - Superior Work (4.0 value)

B - Satisfactory Work (3.0 value)

C - Marginal Work (2.0 value)

F - Failure* (0.0 value)

P - Pass* (0.0 value)

AU - Audit (0.0 value) - Auditing a course with approval of instructor

INC - Incomplete (0.0 value)

Grading Policy

Incompletes: An incomplete can be granted only in cases of significant personal emergency and when the student has been in touch with the instructor in advance of the due date for the required work. Any incompletes must be resolved by the first day of the following semester (fall, spring, summer). If the work has not been completed by this date, the incomplete grade will convert to a failing grade. It is always the student's responsibility to initiate the process for an incomplete.

It is also the responsibility of the student to turn in the completed work by the following semester's end.

Late papers: A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.

Attendance: Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. Missing more than two class sessions will result in either a withdrawal from the class or a failing grade.

Student Code of Academic and Professional Conduct

ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions. In accordance with these goals, each student at ICSW is bound by the code of ethics for their respective discipline. Students are expected to adhere to principles of academic honesty and integrity. Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism, or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program as determined by the Progression Committee and the Dean.

Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.

Plagiarism Policy

Plagiarism is unacceptable at any time, and constitutes a severe academic violation. When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and/or original. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

Plagiarism Defined: "Plagiarism takes many forms, but falls into three main categories: using a source's language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original" (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Associate Dean.

Reusing Your Own Work: Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as "self-plagiarism." It is prohibited at ICSW to reuse your own written work. It is allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.

Class Schedule

CLASS 1: THE BRITISH PSYCHOANALYTIC TRADITION

Aguayo, J. (2009). On understanding projective identification in psychotic states of mind: The publishing cohort of H. Rosenfeld, H. Segal, and W. Bion (1946-1957). *International Journal of Psycho-Analysis*, 90: 69-92. **PEP**

One hundred years of history. (2016). British Psychoanalytical Society. Retrieved from <http://psychoanalysis.org.uk/who-we-are/100-years-of-history#18> .

Klein, M., and Riviere, J. (1936). *Love, hate, and reparation*. New York and London: W.W. Norton & Company, 1964.

CLASS 2: THE INTERNAL OBJECT

Grotstein, J. (1994). Notes on Fairbairn's metapsychology. In *Fairbairn and the origins of object relations* (pp. 112-148), J.S. Grotstein and D.B. Rinsley, Eds. London: Free Association Books, Ltd. **Blackbaud**

Mitchell, S. (1981). The origin and nature of the 'object' in the theories of Klein and Fairbairn. *Contemporary Psychoanalysis*, 17, pp. 374-398. **PEP**

Ogden, T. (1992). Internal object relations. In *Matrix of the mind* (pp. 131-166). London: Karnac Books.

CLASS 3: PRIMITIVE ANXIETIES, THE BAD OBJECT, AND THE SCHIZOID SITUATION IN MELANIE KLEIN

Klein, M. (1946). Notes on some schizoid mechanisms. *Journal of International Psychoanalysis*, 27, pp. 99-110. **PEP**

Ogden, T. (1992). Instinct, phantasy, and psychological deep structure in the Work of Melanie Klein. In *Matrix of the mind* (pp. 10-40). London: Karnac Books.

Ogden, T. (1992). The paranoid-schizoid position: Self as object. In *Matrix of the mind* (pp. 41-65). London: Karnac Books.

CLASS 4: PRIMITIVE ANXIETIES, THE BAD OBJECT, AND THE SCHIZOID SITUATION IN FAIRBAIRN AND WINNICOTT

Fairbairn, W.R.D. (1952). The repression and the return of bad objects (with special reference to the 'war neuroses.' *Psychoanalytic Studies of the Personality* (pp. 59-81). London: Routledge. **PEP**

Winnicott, D.W. (1960). Ego distortion in terms of true and false self. In *The maturational processes and the facilitating environment* (pp. 140-152). London, Hogarth Press, 1965. **PEP**

CLASS 5: 4/2 (Online) THE DEPRESSIVE POSITION

Klein, M. (1935). A contribution to the psychogenesis of manic-depressive states. In *Contributions to psycho-analysis, 1921-1945* (pp. 282-311). London: Hogarth Press, 1968. **Blackbaud**

Klein, M. (1940). Mourning and its relation to manic-depressive states. In *Contributions to psycho-analysis, 1921-1945* (pp. 311-338). London: Hogarth Press, 1968. **Blackbaud**

Ogden, T. (1992). The depressive position and the birth of the historical subject. In *Matrix of the mind* (pp. 67-99). London: Karnac Books.

Winnicott, D.W. (1954-55). The depressive position in normal development. In *Through paediatrics to psycho-analysis* (pp. 262-277). New York: Basic Books, 1975. **Blackbaud**

CLASS 6: OBJECT USAGE

Ogden, T. (1992). Between the paranoid-schizoid and depressive position. In *Matrix of the mind* (pp. 101-129). London: Karnac Books.

Ogden, T. (1992). The mother, the infant, and the matrix in the work of Donald Winnicott. In *Matrix of the mind* (pp. 167-201). London: Karnac Books.

Winnicott, D.W. (1969). The use of an object and relating through identifications. *International Journal of Psycho-Analysis*, 50, pp. 711-716. **PEP**

CLASS 7: PROJECTIVE IDENTIFICATION

Bollas, C. (1987). Extractive introjection. In *The shadow of the object: Psychoanalysis of the unthought known* (pp. 157-172). New York: Columbia University Press. **Blackbaud**

Klein, M. (1955). On identification. In *New directions in psychoanalysis*. London: Tavistock. **Blackbaud**

Ogden, T. (1992). Internal object relations. In *Matrix of the mind* (pp. 131-165). London: Karnac Books.

Sandler, J. (1976). Countertransference and role-responsiveness. *International Review of Psychoanalysis*, 3, pp. 43-47. **PEP**