

CF 811: Psychodynamic Psychology IV: Self Psychology

Course Description

This course provides an introduction to the ideas that form the foundation of self psychology and their evolution over the past 40 years. Seminal papers of Kohut, his colleagues and key contemporary theorists will be critically examined within the framework of psychoanalytic thought. The course focuses on the historical development of self psychology's central ideas, on the clinical attitudes and techniques that derive from these ideas and on their application to topics such as sexuality and trauma.

Specific Course Objectives

- To achieve a working knowledge of the central concepts of self-psychology.
- Recognition of self-psychology theory in clinical work and life in general as one contemplates how the mind works.
- Application of self psychological concepts to clinical work.
- Appreciation for the "location" of self psychology in the continuing evolution of psychodynamic theory.

Respect for Diversity, Confidentiality, and Fellow Students

Discussing patients, clinical material, and patients' impact on clinicians can be intense; students are expected to be sensitive to their colleagues' during class discussions, and to protect confidentiality of clinicians and their patients. In addition, students are expected to be

respectful of the opinions of others while at the same time striving to support the values of clinical counseling.

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 written evaluative reports on the caliber of each student's work. Practicum consultants/supervisors grade students and submit reports each semester evaluating their work. Students' overall performance will be monitored each semester by the Student Progression Committee.

Grading

The purpose of grading is to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed.

Grading Standards

Grades are assigned according to the following standards:

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|-----|-------------------|-------------|---|
| A | Superior Work | 4.0 value | |
| B | Satisfactory Work | 3.0 value | |
| C | Marginal Work | 2.0 value | |
| F | Failure* | 0.0 value | *Applies only to Field Placement/Practicum and Thesis Seminar |
| P | Pass* | 0.0 value | |
| AU | Audit | 0.0 value | Auditing a course with approval of instructor |
| INC | Incomplete | 0.0 value** | |

Grading Decision

- **A grade of INC (incomplete) requires the instructor's written approval. Incomplete grades should be reserved for extenuating circumstances. If an incomplete grade is given, the student must finish any work required to complete the course requirements by the end of the semester. If the course is not completed by this deadline, the student automatically receives an F (Fail) grade for the course.
- Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after the end of each semester. A written evaluation of each student's performance accompanies the grade.
- All papers submitted for class requirements are to conform to the style guide in the "Institute for Clinical Social Work Style Manual," which is located on the ICSW website in the academic resources section. Insofar as is practicable, ICSW style follows the Publication Manual of the American Psychological Association, commonly referred to as the "APA style manual."

Academic Dishonesty: 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.

Plagiarism Policy: 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.

Course Requirements

- Complete all required reading and writing assignments;
- Be an active class participant, as this is a skills-building course;
- Demonstrate knowledge of major concepts in each theory;
- Demonstrate an ability and willingness to self-explore and respond positively to constructive feedback from instructor and peers. Doing so shows you understand that this is part of the normal learning process in becoming a professional counselor;
- Maintain respect, confidentiality, and trust, regarding the thoughts, feelings, and behaviors of others.
- Exams: Two essay exams based on the textbook, readings, and lecture will be given during the semester. Except under truly extraordinary circumstances, **MISSED EXAMS CANNOT BE MADE UP.**

Readings: Students are required to read all assigned material and should be prepared to discuss the reading material assigned for each class.

Class Attendance and Participation: Active discussion of the ideas contained in the readings and lectures as well as class attendance and participation in class exercises are central to the success of this course. Excessive absences (more than a total of TWO classes) will result in a lowered grade. The instructor always appreciates being notified in advance by email if you will not be attending class.

Required Textbooks

There is no required text but below is a book suggested as a good Kohut primer. There is an assigned reading and several optional readings from this text. The assigned readings will be available in PDF format.

Siegel, A. (1996). Heinz Kohut and the psychology of the self. New York, NY: Routledge.

Course Assignments

All written work should follow APA style. Please consult APA for citations. Papers must be double-spaced. Please edit your work. If you are submitting your work via email, put your name in the file document name.

- Mid Term (25%) and Final (25%) Exams: Mid-Term and Final will be in the form of

essay questions based on lectures and assigned readings given during the semester. Except under truly extraordinary circumstances, late papers will not be accepted.

- Oral participation (25%) and Presentation (25%): Each student is responsible for an oral presentation on one readings chosen in the first class. The oral presentation will summarize key points, explain concepts, raise questions about the concepts inviting further explanation. Presentations should be 15 to 20 minutes in length to include written, informal notes/outline regarding the presentation given to the instructor after the presentation.

Weekly Course Schedule

Class 1 – Introduction and Empathy

Kohut, H. (1959). Introspection, empathy, and psychoanalysis: an examination of the relationship between mode of observation and theory. *Journal of the American Psychoanalytic Association*, 7, 459-483. PEP

Fosshage, J.L.(1995) Self psychology and it contributions. *Int. Forum psychoanalysis*: 238-245. PEP

Lachmann, F. M. (2010) Going home. *International Journal of Psychoanalytic Self Psychology*. 5: 144-159. Database

Ornstein, H. and Ornstein, A. (1996). Some General Principles of Psychoanalytic Psychotherapy: A self- psychological perspective. In L. Lifson (Ed.), *Understanding therapeutic action: Psychodynamic concepts of cure*. Hillsdale, NJ: The Analytic Press. 87-101.

Database

Class 2 – Self Object Experience

Kohut, H. (1991) Chapter 12 Four basic concepts in self psychology. In Ornstein, P. (ed.) *The Search for the self: selected writings of Heinz Kohut*. Database

Kohut, H. (1977). Chapter 4 The bipolar self. In *The restoration of the self*; 171-219. Database

Bacal, (1994).The selfobject relationship in psychoanalytic treatment. In *Progress in self psychology*. PEP

Class 3 – Development and Self Psychology

Tolpin, M. (1971). On the beginnings of the cohesive self: An application of the concept of transmuting internalization to the study of the transitional object and signal anxiety. *The Psychoanalytic Study of the Child*, 16, 316-351. PEP

Tolpin M (1978). Self-objects and oedipal objects—A crucial developmental distinction. *Psychoanalytic study of the child*; 167-184. PEP

Beebe, B. and Lachmann, F. (1994). Representation and Internalization in Infancy: Three Principles of Saliency. *Psychoanalytic Psychology*. PEP

Class 4 – Narcissism and Rage (Mid-term due)

Kohut, H. (1972). Thoughts on Narcissism and Narcissistic Rage. *Psychoanalytic Study of the Child*, 27:360- 400. PEP *

Terman, D.M. (1975). Aggression and Narcissistic Rage: A Clinical Elaboration. *Annual of. Psychoanalysis.*, 3:239-255. PEP

Lachman, F.M. (2000). Transforming aggression. NJ: Jason Aronson, pp. 1-25. Database

Ornstein, P.H. (1993). Chapter 12, Chronic rage from underground: Reflections on its structure and treatment. *Progress in Self Psychology*, 9:143-157 PEP

Class 5 – Transference I

Wolfe, E. (1988). *Treating the Self: Elements of clinical self psychology*. Chapters 10, Selfobject transferences, pg. 124-135, and chapter 11 Countertransferences, pg. 136-145. Database

Ornstein, A. (1990) Selfobject transferences and the process of working through. *Progress in selfpsychology*, 6:41-58.PEP

Ornstein, A. (1990). Chapter 5, Selfobject Transferences and the Process of Working Through. *Progress in Self Psychology*, 6:41. PEP

Tolpin, M. (2002). Doing psychoanalysis of normal development: forward edge transferences. *Progress in self psychology*. 18:167-190. PEP

Class 6 - Transference II

Kohut, H. (1979). The Two Analyses of Mr Z. *Int. J. Psycho-Anal.*, 60:3-27. PEP
Journal of child & Adolescent social work. 2:1, 36-48. Database

Bacal, H. (1985). Optimal responsiveness and the therapeutic process. In A. Goldberg (Ed.), *Progress in self psychology*.

Stolorow, R. and Lachmann, F. (1987). Transference—the organization of Experience. In R.

Stolorow, B. Brandschaft, and Atwood, G. Psychoanalytic treatment, an intersubjective approach. Hillsdale, NJ: The Analytic Press, pp. 28-46. Database

Class 7 – (On-site) Part I: Trauma and Disavowal. Part II: Contemporary theory and technique in Self Psychology.

Basch, M.F. (1983). The perception of reality and the disavowal of meaning. The Annual of psychoanalysis, 229-263.
PEP

Ornstein, A. (1994). Trauma and psychic continuity. In A. Goldberg (ed), A Decade of Progress: Progress in self psychology, Hillsdale, NJ: The Analytic Press. PEP

Goldberg, A. (1995). The problem of perversion. New Haven: Yale University Press. Chapters 7 and 8. Database
Stolorow, R.D. (2007). Anxiety, authenticity, and trauma: The Relevance of Heidegger's existential analytic for analysis. Psychoanalytic Psychology, 24:373-383. PEP

Stolorow, R.D. (2007). Anxiety, Authenticity, and Trauma: The Relevance of Heidegger's Exi... Psychoanal. Psychol., 24:373-383. PEP

Shane, E. (2006). Developmental systems self psychology. International Journal of psychoanalytic self psychology, 1 123-45. PEP

Knoblauch, S.H. (2008). Attention to the Analyst's Subjectivity: From Kohut to now... how are we doing? International Journal of Self Psychology 3:237-239. PEP

Geist, R. A. (2009). Empathy, connectedness, and the evolution of boundaries in self psychological treatment. International Journal of Self Psychology 4:2 165-80. PEP