

**Syllabus**  
**PT 184 Primitive Mental States**  
**D. Gilhooley Spring 2020**

**Mon. 3:30-5:30**  
**NYGSP: 2 Credits**

**Course Description**

This course imparts a psychodynamic understanding of symptoms, core conflicts, and characteristic defenses in psychotic and narcissistic disorders.

**Objectives**

The student will be able to:

- demonstrate a psychodynamic understanding of the symptoms, core conflicts, and characteristic defenses inherent in primitive mental states; and
- distinguish between psychoanalytic and psychiatric diagnoses of symptoms, and recognize onset, course, and prognosis of the major mental disorders.

**Teaching Method**

Discussion of the assigned readings and videos. Emotional learning will occur by connecting the student's emotional experience with the course's theoretical content.

**Method of Evaluation**

Evidence of progressive understanding of clinical psychopathology is demonstrated by class participation, logs, written reports, and final paper. After the first class, email logs 24 hours before the start of each class to dangilhooley@yahoo.com. Students will visit three psychiatric institutions during the semester, submitting written reports of those visits by the last class. A final paper one week after the last class.

**Twelve written logs** (approximately 250 words by email) are to be completed soon after each class meeting and submitted to the instructor **the day before** the following class meeting. The log is a private communication to the instructor enumerating:

1. thoughts, feelings, and reactions from class regarding course content and class interactions/class dynamics.
2. a short critique of the assigned reading for that class
3. for the final log, a self-evaluation of how you met the course requirements

These responses make clear that you have read and engaged with the readings and are able to relate them to class process. Questions and comments from the logs may serve as a springboard for class discussion.

**The term paper, due one week after the final class**, should consist of a discussion which demonstrates an understanding of the symptoms, core conflicts, and characteristic defenses inherent in the psychotic or narcissistic disorder chosen. Discussion should evidence the student's ability to observe defenses and to contrast the distinctions between psychiatric and psychoanalytic diagnoses, course and prognosis of the disorder selected. A paper that is well developed in all the following areas will receive a Pass. A paper that is incompletely developed in some of the following areas, and/or has poorly integrated relevant developmental theories will receive a Low Pass. A paper that is incompletely developed in

most areas and/or does not meet basic graduate level standards for written work will be returned to the student for improvement in order to receive credit.

1. The discussion should begin with a clear introductory statement and including, where appropriate, definitions of each concept.
2. Describe the theoretical underpinnings of each concept, using at least four of the assigned readings.
3. Describe how modern psychoanalysts have either maintained or modified their understanding of the original concept; include citations.
4. Appropriately use subject-specific vocabulary.
5. Use APA format and appropriate academic language.
6. Paper should be eight to ten double-spaced pages long, followed by a short bibliography.

**Visits to Three psychiatric or mental health providers** (due by the final class) will be arranged by, or in cooperation with, the Fieldwork Coordinator. The visits are designed to provide students with an opportunity to observe programs for the treatment of people with major mental illness, to compare treatment approaches and to experience the treatment milieu firsthand.

**Reflection papers** of approximately one page in length, are required for each visit. Each paper should include a brief description of population served by the program, its approach, and the student's observations and reactions to the visit based on personal experience, class readings and discussion.

### **Elements of Evaluation**

Class participation, attendance, completion of three field visits, quality of writing in the logs and in the final and field visit reaction papers.

**Grading:** Students may receive a Pass (P), Low Pass (LP), Incomplete (I), or No Credit (NC). Students are evaluated on the basis of attendance at class and field visits, class participation and the ability to understand, integrate and communicate material from the readings and class discussions. This understanding is demonstrated in classroom discussion and by the quality of writing in the logs, reaction papers, and in the term paper.

### **For a grade of "Pass"**

- Miss no more than two class meetings.
- Demonstrate understanding of the course subject matter in class.
- Submit (by e-mail )12 logs the Monday preceding class and immediately following completion in class.
- Demonstrate understanding of the course subject matter in the logs.
- Submit assignments on time.
- A clear and well-organized presentation to the class of the assigned reading.
- Subject specific vocabulary is used correctly.
- APA format is used appropriately.
- The paper is at least eight pages long, without the reference page.

### **For a grade of “Low Pass”**

- Miss no more than two class meetings.
- Submit (by e-mail )12 logs the Monday preceding class and immediately following completion in class.
- One or more of the following are present:
  - o Minimal participation in class
  - o Problematic participation in class
  - o Minimal understanding of the course subject matter demonstrated in class, in the individual presentation, and in the logs.
  - o All assignments are completed but some are submitted late.
  - o The final paper has one or more of these issues:
    - The material fails to cover adequately one of the items 1 through 5.
    - The paper cites only one source or fails to include an outside source for item 2.
    - Vocabulary is used incorrectly.
    - The paper is less than eight pages long, or is without the reference page.
    - The paper fails to follow appropriate APA format.
    - The paper is submitted after the due date.

### **For a grade of “Incomplete”**

- Acceptable written work is not submitted by the last class meeting of the semester.

### **For a grade of “No Credit”**

- Acceptable written work is not submitted within 30 days after the end of the semester *or*
- Regularly disruptive behavior interferes with the functioning of the class *or*
- More than two absences

### *Academic Honesty:*

All students are expected to respect the highest standards of academic integrity. The Graduate School considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others. Violation may lead to failing a course, academic probation, or in repeated cases, suspension or expulsion.

### **Resource Texts**

Alhanati, S., & Kostoulas, K. (Eds.). (1997). *Primitive mental states: Across the lifespan (Primitive mental states, vol. 1)*. Northvale, NJ: Jason Aronson.

Boyer, L. B., & Giovacchini, P. L. (Eds.). (1990). *Master clinicians on treating the regressed patient*. Northvale, NJ: Aronson.

Dell, P., & O'Neil, J. (Eds.) (2009). *Dissociation and the dissociative disorders: DSM-V and beyond*. New York, NY: Routledge.

Eigen, M. (1986). *The psychotic core*. New York, NY: Aronson.

Fenichel, O. (1954). *The collected papers of Otto Fenichel: Second series*. New York, NY: W. W. Norton.

- Goldston, D. (2003). *Measuring suicidal behavior and risk in children and adolescents*. Washington, DC: American Psychological Association.
- Goodwin, F., & Jamison, K. (1990). *Manic-depressive illness*. Oxford, England: Oxford University Press.
- \*Greenberg, J. (1964). *I never promised you a rose garden*. New York, NY: Henry Holt.
- Jacobs, D. (Ed.). (1999). *The Harvard Medical School guide to suicide assessment and intervention*. San Francisco, CA: Jossey-Bass.
- \*Kayson, S. (1993). *Girl, interrupted*. New York, NY: Random House.
- Leudar, I., & Thomas, P. (2000). *Voices of reason, voices of insanity: Studies of verbal hallucinations*. London, England: Routledge.
- Meadow, P. W. (2003). *The new psychoanalysis*. Lanham, MD: Rowman & Littlefield.
- Moore, B., & Fine, B. (1990). *Psychoanalytic terms and concepts*. New Haven, CT: Yale University Press.
- \*Nasar, S. (1998). *A beautiful mind*. New York, NY: Simon & Schuster.
- Nicholi, A. M., Jr. (Ed.). (1999). *New Harvard guide to psychiatry* (3<sup>rd</sup> ed.). Cambridge, MA: Harvard University Press.
- \*Romme, M., & Escher, S. (1993). *Accepting voices*. London, England: Mind Publications.
- Sacks, O. (2012). *Hallucinations*. New York, NY: Alfred A. Knopf.
- \*Saks, E. (2007). *The center cannot hold: My journey through madness*. New York, NY: Hyperion.
- \*Schehaye, M. (1951). *Autobiography of a schizophrenic girl*. New York, NY: Grune and Stratton.
- Searles, H. (1965). *Collected papers on schizophrenia and related subjects*. New York, NY: International Universities Press.
- Searles, H. (1979). *Countertransference and related subjects: Selected papers*. New York, NY: International Universities Press.
- Spotnitz, H. (1985). *Modern psychoanalysis of the schizophrenic patient* (2<sup>nd</sup> ed.). New York, NY: Human Sciences Press.
- \*Styron, W. (1990). *Darkness visible: A memoir of madness*. New York, NY: Random House.
- \*Biographical or autobiographical accounts

## Assigned Readings

### Class 1

- Gibbs, P. L. (2007). The primacy of psychoanalytic intervention in recovery from the psychoses and schizophrenias. *Journal of the American Academy of Psychoanalysis*, 35, 287-312.  
<http://www.pep-web.org/document.php?id=jaa.035.0287a>
- Saks, E. (2012, June). *Elyn Saks: A tale of mental illness--from the inside* [Video file]. Retrieved from [http://www.ted.com/talks/elyn\\_saks\\_seeing\\_mental\\_illness.html](http://www.ted.com/talks/elyn_saks_seeing_mental_illness.html)
- Tsuang, M., Faraone, S. V., & Green, A. (1999). Schizophrenia and other psychotic disorders. In *New Harvard guide to psychiatry* (3rd ed.). (pp. 243-252). Cambridge, MA: Harvard University Press.

### Class 2

- Longden, E. (2013, February). *Eleanor Longden: The voices in my head* [Video file]. Retrieved from [http://www.ted.com/talks/eleanor\\_longden\\_the\\_voices\\_in\\_my\\_head.html](http://www.ted.com/talks/eleanor_longden_the_voices_in_my_head.html)
- Romme, M., Escher, S., Dillon, J., Corstens, D., & Morris, M. (2009). *Living with voices: 50 stories of recovery* (pp. 104-125). Monmouth, UK: PCCS Books.

### **Class 3**

Searles, H. (1979). The schizophrenic individual's experience of his world. In *Countertransference and related subjects* (pp. 5-27). New York, NY: International Universities Press.

Spotnitz, H. (1985). Conceptualization of the illness. In *Modern psychoanalysis of the schizophrenic patient* (2<sup>nd</sup> ed.) (pp. 40-69). New York, NY: Human Sciences Press.

Film:

Kimmel, S., Cameron, J., & Aubrey, S. (Producers) & Gillespie, C. (Director). (2008). *Lars and the real girl* [Motion picture]. USA: MGM Studios.

### **Class 4**

Dully, H., & Fleming, C. (2007). Preface; Archives. In *My lobotomy: A memoir* (pp. ix-x; 224-248). New York, NY: Three Rivers Press.

Vallenstein, E. (1986). "A new psychiatry": Transorbital lobotomy. In *Great and desperate cures: The rise and decline of psychosurgery and other radical treatments for mental illness* (pp. 199-220). New York, NY: Basic Books.

### **Class 5**

Fenichel, O. (1954). Early stages of ego development. In *The collected papers of Otto Fenichel: Second series* (pp. 25-48). New York, NY: W. W. Norton. (Original work published 1937)

Insel, T. (2013, January). *Thomas Insel: Toward a new understanding of mental illness* [Video file]. Retrieved from

[http://www.ted.com/talks/thomas\\_insel\\_toward\\_a\\_new\\_understanding\\_of\\_mental\\_illness.html](http://www.ted.com/talks/thomas_insel_toward_a_new_understanding_of_mental_illness.html)

### **Class 6**

Fonagy, P., & Target, M. (1995). Understanding the violent patient: The use of the body and the role of the father. *International Journal of Psychoanalysis*, 76, 487-501.

<http://www.pep-web.org/document.php?id=ijp.076.0487a>

Freud, S. (1966). Draft H: Paranoia. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 1, pp. 206-212). London, England: Hogarth Press. (Original work published 1894)

<http://www.pep-web.org/document.php?id=se.001.0000a>

Freud, S. (1966). Draft K: Paranoia. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 1, pp. 226-228). London, England: Hogarth Press. (Original work published 1895)

<http://www.pep-web.org/document.php?id=se.001.0000a>

Documentary:

Teale, S. (Producer), & De Leo, M. (Director). (2001). *Bellevue: Inside out* [Video file]. Retrieved from

[https://www.youtube.com/watch?v=sz3Xj\\_PIF3g](https://www.youtube.com/watch?v=sz3Xj_PIF3g)

### **Class 7**

Menninger, K. A. (1933). Psychoanalytic aspects of suicide. *International Journal of Psychoanalysis*, 14, 376-390.

<http://www.pep-web.org/document.php?id=ijp.014.0376a>

Schramm, J. D. (2011, March). *Break the silence for suicide attempt survivors* [Video File]. Retrieved from [https://www.ted.com/talks/jd\\_schramm?utm\\_campaign=tedsread](https://www.ted.com/talks/jd_schramm?utm_campaign=tedsread)

### **Class 8**

Howell, E. (2011). Facilitating consciousness and coparticipation in the treatment. In *Understanding and treating dissociative identity disorder: A relational approach*, (pp. 187-209). New York, NY: Routledge.

hughsfan30. (2010, March 18). *did\_three\_faces\_eve.flv* [Video File]. (Chris Costner Sizemore interviewed by Corbett Thigpen) Retrieved from <https://www.youtube.com/watch?v=9X3r49yamIE>

RetroReport. (2014, November 28). *Sybil: A brilliant hysteric?* [Video File]. Retrieved from <https://www.nytimes.com/video/us/100000003250377/sybil-a-brilliant-hysteric.html>

### **Class 9**

Jamison, K. (1993). Could it be madness-this?: Controversy and evidence. In *Touched with fire: Manic-depressive illness and the artistic temperament* (pp. 49-99). New York, NY: Simon & Schuster.

TEDx Talks. (2011, December 8). *TEDxTerryTalks - Laura Bain - Living with bipolar type II* [Video File]. Retrieved from <https://youtube.com/watch?v=8Ki9dgG3P5M>

### **Class 10**

Spotnitz, H. (1988). Development of a narcissistic transference (the case of Harry). *Modern Psychoanalysis*, 13, 5-65.

<http://www.pep-web.org/toc.php?journal=mpsa&volume=13>

Film:

Mangold, J. (Director). (1999). *Girl, interrupted*. [Motion picture] USA: Columbia Pictures.

### **Class 11**

Farber, S., Jackson, C., Tabin, J., & Bachar, E. (2007). Death and annihilation anxieties in anorexia nervosa, bulimia, and self-mutilation. *Psychoanalytic Psychology*, 24, 289-305.

<http://www.pep-web.org/document.php?id=ppsy.024.0289a>

Mitrani, J. (1995). Toward an understanding of unmentalized experience. *Psychoanalytic Quarterly*, 64, 68-112.

<http://www.pep-web.org/document.php?id=paq.064.0068a>

### **Class 12**

Bollas, C. (1999). Occasional madness of the psychoanalyst. In *The mystery of things* (pp. 140-148). New York, NY: Routledge.

Winnicott, D. W. (1974). Fear of breakdown. *International Review of Psycho-Analysis*, 1, 103-107. <http://www.pep-web.org/document.php?id=irp.001.0103a>