

**Syllabus**  
**PT 186 Beyond Psychosis: Typology of Conflict and Defense**  
**L. Holmes                    Fall 2020**

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

**Course Description**

This course deals with a range of pathologies likely to be met at the Consultation and Referral Service and in current private practice.

**Course Objectives**

The student will be able to:

- identify, describe, and discuss the psychodynamics of symptoms, core conflict, and characteristic defenses inherent in neuroses and character disorders; and
- identify, describe, and discuss the neuroses and character disorders in terms of drives, wishes, affects, defense, interpersonal style, and objective countertransference.

**Teaching Methods**

Guided discussions of assigned readings and case material presented by the instructor and the students.

**Methods of Evaluation**

**Twelve Written Logs** (approximately 250 words by email) are to be completed soon after each class meeting and submitted to the instructor at [drlucyholmes@gmail.com](mailto:drlucyholmes@gmail.com) 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 and dynamics.
2. A short review and 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 to the class process. Questions and comments from the logs may serve as a springboard for class discussion.

At the top of each email:

Student's name, PT 186, Date of class for which log is written, Instructor's name, Log #

**The Final Paper** should consist of an in-depth analysis of one of the categories corresponding to a particular class (i.e. hysteria, suicide, anxiety) utilizing class readings in addition to other scholarly sources. The paper should be double spaced, 6 to 9 pages in length, follow APA style (e.g., see *Modern Psychoanalysis*) and incorporate a minimum of five different references. A bibliography of references should be included.

A paper that meets these requirements and demonstrates an understanding of the chosen psychopathology and the relevant readings will receive a Pass. A paper that shows limited understanding of the

psychopathology and that poorly integrates theories from the readings will receive a Low Pass. A paper that shows little or no understanding of the psychopathology and readings about it 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. If the unacceptable paper is not returned to the instructor with revisions by a date agreed upon by the instructor and the student, the student will receive a grade of No Credit.

## **Grading**

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

### **To earn a grade of “Pass,” the student**

1. Misses no more than two class meetings
2. Demonstrates understanding of the course subject matter in class
3. Submits 12 logs in a timely manner
4. Demonstrates understanding of the course material in the logs
5. Submits all written assignments on time
6. Submits a well-developed final paper that meets all criteria requested

### **To receive a grade of “Low Pass,” the student**

1. Misses no more than two class meetings
2. Submits 12 logs
3. Demonstrates one or more of the following
  - a. Minimal participation in class
  - b. Problematic, disruptive participation in class
  - c. Minimal understanding of the course subject matter in class discussion and logs
  - d. All assignments are completed but some are submitted late
  - e. Final paper is incompletely developed, some but not all criteria are met and/or relevant psychoanalytic theories are poorly integrated
  - f. Logs do not regularly address the stated criteria

### **To receive a grade of “Incomplete,” the student**

1. Does not submit acceptable written work by the last class of the semester or by a date specified by the instructor.

### **To receive a grade of “No Credit,” the student**

1. Does not submit acceptable written work by the date specified by the instructor or
2. Regularly exhibits disruptive behavior that interferes with the functioning of the class or
3. Misses more than two classes

### ***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. Violations may lead to failing a course, academic probation, or in repeated cases, suspension or expulsion.

To access full text documents from the PEP links, you'll need to first log into your PEP account.

## Assigned Readings

### Class 1

#### No One Is a Diagnosis

Eigen, M. (1999). A bug-free universe. In *Toxic nourishment* (pp. 57-83). Karnac.

Fink, B. (2007). Listening and hearing. In *Fundamentals of psychoanalytic technique: A Lacanian approach for practitioners* (pp. 1-23). Norton.

### Class 2

#### Defenses

McWilliams, N. (2011). Primary defensive processes; Secondary defensive processes. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2nd ed., pp. 100-150). Guilford Press.

### Class 3

#### Hysteria

Bollas, C. (2000). *Hysteria* (pp. 61-70, 127-179). Routledge.

### Class 4

#### Narcissistic Personality

McWilliams, N. (2011). Narcissistic personalities. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2nd ed., pp. 176-195). Guilford Press.

Spotnitz, H. (1976). The narcissistic defense. In *Psychotherapy of preoedipal conditions* (pp. 101-109). Jason Aronson.

### Class 5

#### Borderline

Davies, J. M., & Frawley, M. (1994). Exposure to danger, the erotization of fear, and compulsive self-abuse. In *Treating the adult survivor of sexual abuse* (pp. 129-148). Basic Books.

Fonagy, P. (1991). Thinking about thinking: Some clinical and theoretical considerations in the treatment of a borderline patient. *International Journal of Psychoanalysis*, 72, 639-656.  
<http://www.pep-web.org/document.php?id=ijp.072.0639a>

### Class 6

#### Anxiety and Phobia

Freud, S. (1962). Obsessions and phobias. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 3, pp. 74-82). Hogarth Press. (Original work published 1895)

<http://www.pep-web.org/document.php?id=se.003.0069a#p0074>

Gassner, S. M. (2004). The role of traumatic experience in panic disorder and agoraphobia. *Psychoanalytic Psychology*, 21(2), 222-243.

<http://www.pep-web.org/document.php?id=ppsy.021.0222a>

## **Class 7**

### **Obsessions**

Freud, S. (1955). Notes upon a case of obsessional neurosis. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 10, pp. 153-249). Hogarth Press. (Original work published 1909)  
<http://www.pep-web.org/document.php?id=se.010.0151a#p0153>

## **Class 8**

### **Schizoid Personality**

Guntrip, H. (1969). The schizoid personality and the external world. In *Schizoid phenomena, object relations and the self* (pp. 17-48). International Universities Press.

Klein, M. (1946). Notes on some schizoid mechanisms. *International Journal of Psychoanalysis*, 27, 99-110.  
<http://www.pep-web.org/document.php?id=ijp.027.0099a>

## **Class 9**

### **Depression**

Joseph, B. (1982). Addiction to near-death. *International Journal of Psychoanalysis*, 63, 449-456.  
<http://www.pep-web.org/document.php?id=ijp.063.0449a>

Solomon, A. (2001). Depression. In *The noonday demon* (pp. 15-38). Scribner.

## **Class 10**

### **Suicide**

Jamison, K. (1999). Take off the amber, put out the lamp; The burden of despair. In *Night falls fast: Understanding suicide* (pp. 73-129). Random House.

## **Class 11**

### **Dissociative Disorder**

McWilliams, N. (2011). Dissociative psychologies. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed., pp. 332-357). Guilford Press.

## **Class 12**

### **Addictions and Eating Disorders**

Goldwater, E. (2010). Happiness: A structural theory. *Modern Psychoanalysis*, 35(2), 147-163.  
<http://www.pep-web.org/document.php?id=mpsa.035.0147a>

Orbach, S. (1985). Accepting the symptom: A feminist psychoanalytic treatment of anorexia nervosa. In D. M. Garner & P. E. Garfield (Eds.), *Handbook of psychotherapy for anorexia nervosa and bulimia* (pp. 83-104). Guilford Press.