

**Syllabus**  
**PT 186 Beyond Psychosis: Typology of Conflict and Defense**  
**R. García      Spring 2020**

**Mon. 7:30-9:30**  
**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. It is taken after at least one year at the fieldwork placement.

**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
- diagnose the neurotic 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**

Students are evaluated on the basis of their progressive understanding of psychopathology as evidenced in class participation and the fulfilling of class requirements: attendance (only two absences allowed), logs, and a paper.

**Logs:** Each week students write a log (a total of 12) describing their emotional and intellectual experience of the previous class session or of the readings. Logs should be submitted, at the latest, 24 hours before the next class meeting and can be sent to me electronically at [raulagarciaphd@gmail.com](mailto:raulagarciaphd@gmail.com).

**Paper:** The paper consists of a case formulation on one of the individuals you observed during your field placement; the format for the paper is outlined below (following the schedule of readings). The paper begins with a narrative and proceeds to an outline (with examples) of the central resistances, the transference, and the counter-transference; the paper ends with a conclusion in the form of an extensive diagnosis using some of the variables described in Mc Williams's way of formulating a case. Students must also refer to the other theoretical readings in the general diagnostic category into which their case fits and say how these other readings helped (or not) in understanding their case. The paper should run about 15 pages.

A paper that meets all of these requirements will receive a Pass. A paper that demonstrates a limited compliance with these requirements will receive a Low Pass. A paper that does not meet these requirements or is not written at a basic graduate-level standard for written work will be returned for revision. If an initially unacceptable paper is not revised to passing level before an agreed upon date, 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, 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 the 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 the required criteria

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

1. Misses no more than two class meetings
2. Submits 12 logs
3. Demonstrates minimal participation in class
4. Demonstrates problematic, disruptive participation in class
5. Demonstrates minimal understanding of the course subject matter in class discussion and logs
6. All assignments are completed but some are submitted late
7. Final paper is incompletely developed, some but not all criteria are met and/or relevant  
psychoanalytic theories are poorly integrated
8. 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

**Texts:** The following texts are significant teaching texts in that they explain many of the theoretical concepts and problems seen in clinical work as well as in the work of becoming an analyst.

- 1) PDM Task Force (2006). *Psychodynamic diagnostic manual*. Silver Springs, MD: Alliance of Psychoanalytic Organizations.
- 2) Moore, B. E., & Fine, B. D. (Eds.). (1995). *Psychoanalysis: The major concepts*. New Haven, CT: Yale University Press.
- 3) McWilliams, N. (2011). *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.
- 4) Spontnitz, H. (1985). *Modern psychoanalysis of the schizophrenic patient* (2<sup>nd</sup> ed.). New York, NY: Human Sciences Press.

5) Geltner, P. (2013). *Emotional communication: Countertransference analysis and the use of feeling in psychoanalytic technique*. New York, NY: Routledge.

**Please note: You'll need to purchase McWilliams (2011), *Psychoanalytic diagnosis* (2<sup>nd</sup> ed.), as most of the book will be read over the semester. A copy will also be on the Reserve shelves in the library.**

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

### **Assigned Readings**

#### **Class 1 Introduction: Resistances**

McLaughlin, J. T. (1995). Resistance. In B. E. Moore & B. D. Fine (Eds.), *Psychoanalysis: The major concepts* (pp. 95-109). New Haven, CT: Yale University Press.

#### **Class 2 Developmental Levels**

McWilliams, N. (2011). Overview of the neurotic-borderline-psychotic spectrum. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed.) (pp. 55-67). New York, NY: Guilford Press.

Spotnitz, H. (1985). Recognition and understanding of resistance. In *Modern psychoanalysis of the schizophrenic patient* (2<sup>nd</sup> ed.) (pp. 143-162). New York, NY: Human Sciences Press.

#### **Class 3 Defensive Processes**

McWilliams, N. (2011). Primary defensive processes. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed.) (pp. 100-125). New York, NY: Guilford Press.

McWilliams, N. (2011). Secondary defensive processes. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed.) (pp. 126-149). New York, NY: Guilford Press.

#### **Class 4 Narcissistic Personality**

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

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

#### **Class 5 Schizoid Personality**

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

McWilliams, N. (2011). Schizoid personalities. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed.) (pp. 196-212). New York, NY: Guilford Press.

#### **Class 6 Schizoid Personality (continued)**

Spotnitz, H. (1988). Development of the narcissistic transference (The case of Harry). *Modern Psychoanalysis*, 13, 5-32.

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

### **Class 7 Paranoid Personality**

McWilliams, N. (2011). Paranoid personalities. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed.) (pp. 214-233). New York, NY: Guilford Press.

### **Class 8 Depressive and Manic Personality**

Aarons, Z. (1990). Depressive affect and its ideational content. *International Journal of Psychoanalysis*, 71, 285-296.

<http://www.pep-web.org/document.php?id=ijp.071.0285a>

McWilliams, N. (2011). Depressive and manic personalities. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed.) (pp. 235-264). New York, NY: Guilford Press.

### **Class 9 Masochistic Personality**

McWilliams, N. (2011). Masochistic (self-defeating) personalities. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed.) (pp. 267-287). New York, NY: Guilford Press.

### **Class 10 Masochistic Personality (continued)**

Goldwater, E. (1994). Impulsivity, aggression, fantasy, space and time. *Modern Psychoanalysis*, 19, 19-26.

<http://www.pep-web.org/document.php?id=mpsa.019.0019a>

Kernberg, O. F. (1995). Technical approach to eating disorders in patients with borderline personality organization. *Annual of Psychoanalysis*, 23, 33-48.

<http://www.pep-web.org/document.php?id=aop.023.0033a>

Meadow, P. (1994). The role of aggression in impulse disorders: Discussant's remarks. *Modern Psychoanalysis*, 19, 27-32.

<http://www.pep-web.org/document.php?id=mpsa.019.0027a>

### **Class 11 Obsessions and Compulsions**

McDougall, J. (1995). Neoneeds and addictive sexualities. In *The many faces of Eros* (pp. 183-200). New York, NY: W.W. Norton.

McWilliams, N. (2011). Obsessive and compulsive personalities. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed.) (pp. 289-309). New York, NY: Guilford Press.

### **Class 12 Hysterical Personality**

LaPlanche, J. (1974). Panel on hysteria today. *International Journal of Psychoanalysis*, 55, 459-469.

<http://www.pep-web.org/document.php?id=ijp.055.0459a>

McWilliams, N. (2011). Hysterical (histrionic) personalities. In *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2<sup>nd</sup> ed.) (pp. 311-331). New York, NY: Guilford Press.

## Format for Paper

Writing this paper consists of answering these four questions.

### 1. Narrative

Tell the story of your interaction with one of the individuals you observed at your Field Placement: a) what the patient looked like; b) the length of your interaction; c) the nature of your interaction over time --give several examples you felt were significant in this interaction; and d) what was the basic life-story this individual recounted to you.

### 2. Theoretical Formulations [categories of resistance, transference, counter-transference]

a) describe the patient's preoccupations or particular resistances and which defenses seemed to be operating; b) give examples of the patient's experience of reality insofar as you could tell; c) any apparent sense of identity/self; d) what was the person's transference to you or to others if observed; e) what were your induced feelings or sense of a counter-transference.

### 3. Diagnosis [you must use McWilliams's framework]

Taking all of the above information into account, assess this individual's psychodynamics **in terms of "personality"** (in McWilliams's sense of the term) and possible **differentials**: a) refer to developmental level; b) preferred defense; c) identity/self; d) transference (which kind, positive/negative, narcissistic/object); and e) counter-transference --your objective (includes inductions) and subjective feelings. Your diagnosis constitutes your conclusion as far as the case formulation is concerned.

### 4. Contextual conclusion

How were McWilliams or any of the other readings connected to the diagnostic category your case fell into helpful in understanding the psychopathology underlying this individual's life-story or in defining a clinical approach if you had been required to treat this individual? Be specific on whose formulations best helped you understand the individual you observed.