Understanding Human Behavior Through a Psychoanalytic Lens: A Survey of the Theoretical Foundations of Psychodynamic Psychotherapy 101

9/5/18, 9/12/18, 9/26/18, 10/3/18, 10/10/18, 10/17/18, 10/24/18, 10/31/18, 11/7/18, 11/14/18, 11/28/18, 12/5/18, 12/12/18, 12/19/18 and 1/2/19

Irwin Badin, PhD
Maplewood, NJ

Instructor Bio

IRWIN J. BADIN, Ph.D.

I was the Director of the Institute for Psychoanalysis and Psychotherapy of New Jersey. I have been teaching for close to 50 years in addition to private practice and providing clinical supervision to since 1976. I am a Professor Emeritus of Psychology at Montclair State University. I was also the recipient of the New Jersey Psychological Association Distinguished Teacher Award. In addition, I have taught over ten classes in psychoanalytic topics, including several sections of the course I am scheduled to teach this fall. Some of the other courses I taught were History of Psychoanalytic Thought after Freud, Transference and Countertransference, Listening Perspective and Borderline and Narcissistic Pathologies.

Course Description

The purpose of this course is to provide the candidate with an overview of psychoanalytic theory from Freud to the present day. The course highlights all the major developments in psychoanalytic theory with the goal of enhancing students' knowledge base in clinical practice. In each class, we will spend the first half of the class discussing the readings, and the second half on clinical discussion applicable to the reading. A final paper of 3-5 pages will be due the second to last class.

Learning Objectives

Students will be able to:

Identify define the hallmarks of major theorists and movements in psychoanalysis including: Freudian, Ego Psychology, Kleinian, Interpersonal Psychoanalysis, Object Relations, Self Psychology, Attachment Theory, Neurobiology, Relational Psychoanalysis, and Intersubjective Psychoanalysis.

Compare and contrast these different theoretical models in class discussions and presentations.

Apply and utilize theoretical models in their clinical practice. They will be able to demonstrate proficiency through case presentations and in a final written clinical report.

Conceive and prepare psychoanalytic psychodynamic formulations of clients. They will be able to relate case formulation in discussions, case presentations and in written papers.

Synthesize theory and clinical practice through class discussions, case presentations, and written report.

Target Audience/Content Level
This workshop is appropriate for social workers at all levels.
Syllabus/References

CLASS 1. INTRODUCTION TO PSYCHOANALYTIC THEORY: HISTORICAL OVERVIEW

References:


Students will demonstrate an understanding of 10 approaches that make up a broad historical survey of theoretical and clinical concepts within the psychoanalytic perspective. Students will articulate how critical concepts have evolved over time. Students will be able to articulate at least 5 factors that are distinguishing characteristics of psychoanalytic psychotherapy.

CLASS 2: SIGMUND FREUD’S THREE MODELS OF THE MIND: REFLEX ARC, TOPOGRAPHICAL, AND STRUCTURAL MODELS

References:


Optional:


Class will articulate Freud’s main concepts regarding how the mind is constructed as well as how it functions. Students will be able to identify key fundamental concepts such as unconscious, drive, defense, and transference which will be defined and related to actual case material.

CLASS 3. EGO PSYCHOLOGY

References:


Students will articulate at least five of the major theoretical and clinical concepts within the Ego Psychology orientation. Emphasis will be placed on how it extended Freud’s original theories as well as to how ego psychological concepts are utilized in clinical work. This will be accomplished by class discussions and clinical presentations.

CLASS 4: MELANIE KLEIN

References:


Optional:


Students will be able to articulate at least five of the basic concepts of Kleinian theory. Students will demonstrate an understanding of the ways in which Klein’s theories extended what Freud had suggested as well as how it provided the seeds for further development of theory and technique. Students will know how these concepts help the clinician understand her patient as well as to inform her interventions. This will be accomplished through class discussions and case presentations.

CLASS 5: MELANIE KLEIN (cont’d), FAIRBAIRN AND THE BEGINNING OF BRITISH OBJECT RELATIONS THEORY

References:


Relations School: Fairbairn and Winnicott. P. 112-123.


Optional:


Chapter 3: “The Repression and Return of Bad Objects (with special reference to the war neuroses.)


Chapter 1: The schizoid personality and the external world.


Students will demonstrate knowledge of additional Kleinian ideas as well as to articulate at least five key concepts associated with the writings of Fairbairn. In particular students will articulate an understanding of Fairbairn’s ideas regarding the structure of the personality, object-relations, dynamic structure, and clinical interventions.

**CLASS 6: OBJECT RELATIONS CONTINUED: FAIRBAIRN (CON’T) & GUNTRIP**

References:


Chapter 1: The schizoid personality and the external world.


Students will demonstrate knowledge of additional Fairbairnian ideas as well as to articulate at least five key concepts associated with the writings of Guntrip. In particular students will articulate an understanding of Guntrip’s ideas regarding the structure of the personality, schizoid processes, object-relations, and clinical interventions.

**CLASS 7: WINNICOTT**

References:


Chapter 12: Primitive Emotional Development

Optional:


Chapter 19: Mind and its relation to the psycho-soma

Students will demonstrate knowledge of at least four of the theoretical and clinical contributions of Donald Winnicott. They will articulate how it contributed to the Object-Relations movement within psychoanalysis. They will be able to articulate the theoretical and clinical components to his approach to understanding the importance of a child’s infancy, in particular, the mother-child relationship. This will be accomplished through class discussions and case presentations.

CLASS 8: INTERPERSONAL PSYCHOANALYSIS

References:


Students will be able to articulate at least five concepts attributed to the contributions of H. S. Sullivan. Students will be able to apply Sullivan’s theoretical and clinical ideas to understand the etiology of patients’ psychopathology and to apply these ideas in a clinical setting. This will be accomplished through class discussions and case presentations.

CLASS 9: SELF-PSYCHOLOGY & INTERSUBJECTIVITY: KOHUT & STOLOROW

References:


Optional:


Students will be able to articulate at least five concepts attributed to the contributions of H. Kohut and R. Stolorow. Students will be able to apply theoretical and clinical ideas belonging to Self Psychology and Intersubjectivity in order to understand the etiology of patients’ psychopathology and to apply these ideas in a clinical setting. This will be accomplished through class discussions and case presentations.

**CLASS 10: ATTACHMENT THEORY**

References:


Optional:


*Relational Psychoanalysis: the Emergence of a Tradition*

Students will be able to demonstrate an understanding of the roots of Attachment theory as it originated in the work of Bowlby. They will also be able to articulate the concepts added to this approach through the work of P. Fonagy. Students will be able to demonstrate how to apply these concepts to clinical situations. This will be accomplished through class discussions and case presentations.

**Class 11: RELATIONAL PSYCHOANALYSIS: MITCHELL & ARON**

References:


Chapter 1: The Relational Matrix

“Relational theory and its boundaries: One and two person psychologies,“


Chapter 10: Penelope’s Loom: Psychopathology and the Analytic process.

Students will demonstrate knowledge of at least six of the theoretical and clinical contributions of Mitchell and Aron. They will articulate how they contributed to the expansion of the Relational movement within psychoanalysis. They will be able to articulate the theoretical and clinical components in their approach to understanding the importance of the mutual effect each participants’ subjectivity has on each other. Students will articulate the expanded understanding of countertransference this approach contributes. This will be accomplished through class discussions and case presentations.

**CLASS 12: RELATIONAL PSYCHOANALYSIS: RENIK & BENJAMIN**

References:


Optional


Students will demonstrate knowledge of at least five of the theoretical and clinical contributions of Renik and Benjamin. They will articulate how they contributed to the expansion of the Relational movement within psychoanalysis, in particular the understanding of the transference/countertransference matrix. They will be able to articulate the theoretical and clinical components in their approach to understanding the importance of the mutual effect each participants’ subjectivity has on each other. This will be accomplished through class discussions and case presentations.

**CLASS 13: INTERSUBJECTIVITY: OGDEN & BROMBERG**

References:
Students will demonstrate knowledge of at least five of the theoretical and clinical contributions of Ogden and Bromberg. They will articulate how these authors contributed to the expansion of the Relational movement within psychoanalysis, in particular the understanding of the processes related to enactment as well as the place of reverie. This will be accomplished through class discussions and case presentations.

**CLASS 14: NEUROPSYCHOANALYSIS**

References:


Optional:


Students will be able to demonstrate an understanding how the concepts of neurology intersect and inform the psychoanalytic conception of how the mind works. Students will demonstrate knowledge of how this modern perspective harks back to Freud’s early writings in his Project.

**CLASS 15: INTEGRATION AND BEYOND**
Class discussion will include a review of how each theoretical and clinical approach has evolved and a discussion of which elements are considered relevant and which elements have been discarded.

Course Approval Statement and Expiration Date
This course is approved by the Association of Social Work Boards – ASWB NJ CE Course Approval Program Provider #66 Course #1906 from 07/09/2018 to 07/09/2020. Social workers will receive the following type and number of credit(s): Clinical Social Work Practice: 22.5

Course Completion Requirements/How Certificate will be Awarded
Students are required to complete the course requirements in order to receive credit – attend class, sign in and sign out of each session, complete the required paper, participate in class and complete the course evaluation. CE credit will be allotted on the basis of actual number of classes attended. Certificates will be mailed after the last class is held.

SPECIAL ACCOMMODATIONS NEEDED
ADA accommodations available upon request. (Required at least 14 days prior to course start date.)

COURSE REFUND POLICY
Up to one month before a course starts there will be a full course refund less a $50 administrative fee. Less than one month before a course starts there will be a $50 administrative fee and the payment will be applied to a future course. Once a class starts, there will be no refunds. Extraordinary circumstances will be reviewed on an individual basis.

INSTRUCTIONS
1- Fees:
   • $400 course fee
   • Annual Candidates’ Organization fee is $40
2- Enclose check made payable to CPPNJ and mail to: CPPNJ, 235 Main Street, #184, Madison, NJ 07940
3- Or register online at www.cppnj.org

For more information or registration, please call 973-912-4432, visit us online at www.cppnj.org, contact us by email at cppnj@cppnj.org or at CPPNJ 235 Main Street #184 Madison, NJ 07940.