Syllabus  
PT 141 How the Mind Unfolds (Semester 1)  
S. Sheftel  
Spring 2013

Tuesday 4:00-5:50  
30 Clock Hours

Course Description  
This course deals with early psychic (mental/somatic/emotional) development and functioning from conception through the first year of life from psychoanalytic and neurobiological perspectives viewed through the reciprocal interaction between constitution and experience. A goal is to understand how early perceptions and somatosensory experiences lead to the development of primitive defenses and the creation of memory; the primary role of emotions in infant-parent attachment in stages of symbiosis and the dawning of object relations; the role of the drives in early ego formation; the development of affect and thought.

Course Objectives  
The student will be able to:  
- describe the evolution of the psyche in its formative stages and its influence on later development;  
- identify the spectrum of objectless, part-object and self-object states and ego development in adult individuals as manifested in varieties of narcissistic transference;  
- identify primitive mental function as expressed in somatic states, memory traces, dreams, fantasies, enactments, unmentalized experiences, symbolic communication, projection and introjection, projective identification and related phenomena;  
- identify primitive affective states such as annihilation anxiety, fear of being swallowed up, engulfed, devoured, falling apart, fragmenting, merging; oceanic feelings, terror, nameless dread, dissociation, depersonalization, and conflicts underlying them; and  
- understand the role of the drives and infant/mother relations in the creation of psychic structure.

Methods of Evaluation  
Students are evaluated on the basis of their progressive understanding of the subject matter as reflected in their participation in the class process and submission of weekly logs and a final term paper.

Logs: Each week students write logs describing their emotional and intellectual experience of the previous class session and readings. Please submit your logs electronically to: ssheftel@verizon.net  
Eleven logs are required for the semester.

Paper: A 10-page paper final term paper that researches a topic of particular interest to you in the area of early psychic functioning should be submitted no later than 3 weeks after the last class is held. Whenever possible include personal observations and experiences of the topic under study. The paper should be typed double-spaced and follow APA style (as in Modern Psychoanalysis) and incorporate a minimum of five different references.
Texts

In advance of the first class please watch on You Tube Dr. Allan Schore and collaborators in “The Neurobiology of Attachment.”

Assigned Readings

Class 1

Class 2

Class 3

Class 4
Class 5

Class 6

Class 7

Class 8

Class 9 (Select one of the readings below)

Class 10

Class 11
Class 12

Additional Recommended Readings


