

**Syllabus**  
**PT 184 Primitive Mental States**  
**P. La Mariana    Fall 2019**

**Wed. 5:30-7:00**  
**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**

There will be discussion of the assigned literature and videos, as well as guided class discussion of relevant case material. 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, as demonstrated by class participation, logs, field visit reaction papers, and final paper. Students visit three psychiatric institutions during the semester, submitting written reports of those visits by 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 **two days 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. Logs are addressed to the instructor at lamariana100@gmail.com

**Twelve reaction logs** will be completed during the last ten minutes of class and e-mailed directly to the instructor. These reactions, which provide students with the opportunity to observe their immediate thoughts and reactions to the class experience, provide practice in the immediate observation which is an essential component of Fieldwork Observation.

**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 five to eight 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 five 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 5 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.

### **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.

Des Rosiers, P. (1999). Repetition of the mother-infant dyad and the process of dying in the psychotherapy of an HIV positive man. *Journal of American Academy of Psychoanalysis*, 27, 191-203.

<http://www.pep-web.org/document.php?id=jaa.027.0191a>

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.
- Intervoice - The International Hearing Voices Network. Retrieved from <http://www.intervoiceonline.org>
- Kupers, T. (1999). *Prison madness: The mental health crisis behind bars*. San Francisco, CA: Jossey-Bass.
- Lazar, S. G. (2014). The mental health needs of military service members and veterans. *Psychodynamic Psychiatry*, 42, 459-478.  
<http://www.pep-web.org/document.php?id=pdpsy.042.0459a>
- Meadow, P. W. (2003). *The new psychoanalysis*. Lanham, MD: Rowman & Littlefield.
- Merlino, J. P. (2002). A royal road from homelessness: The clinical use of dreams. *Journal of the American Academy of Psychoanalysis*, 30, 583-594.  
<http://www.pep-web.org/document.php?id=jaa.030.0583a>
- Moore, B., & Fine, B. (1990). *Psychoanalytic terms and concepts*. New Haven, CT: Yale University Press.
- National Institute of Mental Health (2016, October). Inflammation in pregnant moms linked to child's brain development [Science update]. Retrieved from <https://www.nimh.nih.gov/news/science-news/2018/inflammation-in-pregnant-moms-linked-to-childs-brain-development.shtml>
- National Institute of Mental Health (2018, July 24). Mental health medications [Health topics]. Retrieved from <https://www.nimh.nih.gov/health/topics/mental-health-medications/index.shtml>
- Nicholi, A. M., Jr. (Ed.). (1999). *New Harvard guide to psychiatry* (3<sup>rd</sup> ed.) Cambridge, MA: Harvard University Press.
- Read, J., & Gumley, A. (2008). Can attachment theory help explain the relationship between childhood adversity and psychosis? *Attachment: New Directions in Psychotherapy and Relational Psychoanalysis Journal*, 2, 1-35.  
<http://www.pep-web.org/document.php?id=ajrpp.002.0001a>
- 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.
- Schwartz, R., & Blankenship, D. M. (2014). Racial disparities in psychotic disorder diagnosis: A review of empirical literature. *World Journal of Psychiatry*, 4(4), 133-140.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4274585/>
- Spotnitz, H. (1985). *Modern psychoanalysis of the schizophrenic patient* (2<sup>nd</sup> ed.). New York, NY: Human Sciences Press.

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

## 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* (3<sup>rd</sup> 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)

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.

## Class 3

Spotnitz, H. (1981). Aggression in the therapy of schizophrenia. *Modern Psychoanalysis*, 6, 131-140. <http://www.pep-web.org/document.php?id=mpsa.006.0131a>

Spotnitz, H. (1985). Conceptualization of the illness. In *Modern psychoanalysis of the schizophrenic patient* (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

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)

Visit by Fieldwork Coordinator

## Class 5

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=N1Bab-bjsLQ>

## Class 6

Meadow, P. W. (1991). Resonating with the psychotic patient. *Modern Psychoanalysis*, 16, 87-103. <http://www.pep-web.org/document.php?id=mpsa.016.0087a>

Meadow, P. W. (2003). The language of emotion. In *The new psychoanalysis* (pp. 47-66). Lanham, MD: Rowman & Littlefield.

### **Class 7**

Eigen, M. (1993). Demonized aspects of the self. In *The electrified tightrope* (pp. 181-209). Northvale, NJ: Aronson.

Giovacchini, P. (1993). Schizophrenia, the pervasive psychosis: Paradoxes and empathy. *Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry*, 21, 549-565.

<http://www.pep-web.org/document.php?id=jaa.021.0549a>

Documentary:

Yu, J. (Director). (October 16, 1998). *The Living Museum*. (Link will be provided.)

### **Class 8**

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 9**

Meissner, W. W. (1998). Borderline diagnosis. In *Treatment of patients in the borderline spectrum* (pp. 3-61). Northvale, NJ: Jason Aronson.

Searles, H. F. (1986). Non-differentiation of ego-functioning in the borderline individual, and its effect upon his sense of personal identity. In *My work with borderline patients* (pp. 57-78). Northvale, NJ: Jason Aronson.

### **Class 10**

Ogden, T. H. (1988). On the dialectical structure of experience—Some clinical and theoretical implications. *Contemporary Psychoanalysis*, 24, 17-45.

<http://www.pep-web.org/document.php?id=cps.024.0017a>

### **Class 11**

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

Eigen, M. (1993). Working with “unwanted” patients. In *The electrified tightrope* (pp. 25-41). Northvale, NJ: Aronson.

Presentation by a student who has successfully completed Fieldwork.

### **Class 12**

Searles, H. F. (1990). Unconscious identification. In L. B. Boyer and P. L. Giovacchini (Eds.), *Master clinicians on treating the regressed patient* (pp. 211-226). Northvale, NJ: Aronson.

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>