GOALS AND OBJECTIVES

Object relations theory addresses the observation that people live in two worlds simultaneously—the external world and the internal world with a co-mingling between the two. Individuals tend to act and react not only with an actual other but also an internal other, a psychic representation of a person which in itself has the power to influence both the individual’s affective states and his or her behavioral reactions.

The evolution of object relations theory has been subject to divergent theoretical perspectives which are complex and often difficult to integrate. This theoretical dissension has caused continued confusion and ambiguity with regard to the meaning and formation of objects in both the mental and psychological development of the individual. How does our internal world evolve? What motivates the person to seek an object—the gratification of instinctual wishes or the desire for relationships? How does the child’s important early relationships become internalized and impact the person’s on going relational patterns? These are just three of the numerous questions discussed by the different authors who have contributed to the development of object relations theory.

This course will compare and integrate the nature of the object, its origins and qualities, in the context of the formulations of these different theorists with a focus on their clinical applications.

To further help in your understanding of the ideas being developed in this course I am including the following supplemental readings from Greenberg and Mitchell. These readings are not required.

Supplemental Readings:

Part One: Origins:
Chapter 1: Object Relations and Psychoanalytic Models, (pp. 9-20).
Chapter 2: Sigmund Freud: The Drive/Structure Model, (pp. 21-49)

Part Two: Alternatives
Chapter 5 Melanie Klein (pp. 119 – 150).
Chapter 6: W.R.D. Fairbairn (pp. 151 – 187).
Chapter 7: D.W. Winnicott and Harry Guntrip (pp. 188 – 230).

Part Three: Accommodation
Chapter 10: Edith Jacobson & Otto Kernberg (pp. 304 – 348).

COURSE OUTLINE

WEEKEND 1: September 21st and September 22nd
Instructor: Carol Mayhew, Ph.D., Psy.D. and Linda Chassler, Ph.D.
September 21st Class Readings:


September 22nd Class Readings:
Lecture (No Assigned Readings)

WEEKEND 2: October 27th and 28th
Instructor: Karen Koch, Psy.D., L.C.S.W.

The Life and Work of Sandor Ferenczi

October 27th Class:


October 28th Class:
Ferenczi, S., "Child Analysis in the Analysis of Adults." 1931.


WEEKEND 3: November 30th and December 1st
Instructor: William Rickles, M.D.

Klein and the Kleinians
The mother of all object relations theories, Klein was the first to start at the beginning, according to Freud, "The first ego is a body ego", and build an exceedingly deep and disturbing theory and technique for treatment of the deepest, most fundamental anxieties and strivings of the human psyche.


WEEKEND 4: January 25th and January 26th
Instructor: Robin Cohen, Ph.D.

Readings for January 25th:


**Readings for January 26th:**


Optional


**WEEKEND 5: April 5th and April 6th**
Instructor: Lynda Chassler, Ph.D.

The Major Contributions of D.W. Winnicott - Part Two: Transitional Phenomena and Creativity

The concept of transitional phenomena refers to a dimension of living that belongs neither to internal or to external reality; rather, it is the place that both connects and separates inner and outer. Developmentally, transitional phenomena occur from the beginning, even before birth, in relation to the mother-infant dyad. As the infant begins to separate Me from Not-me, he makes use of the transitional object. This necessary developmental journey leads to the use of illusion, the use of symbols, and the use of an object. Transitional phenomena are inextricably linked with paying and creativity. There is located culture, being and creativity.

**Readings:**
March 25, 2011


The Effects of Environmental Failure (The Not-Good-Enough Mother): Psychopathology and Treatment – Part Three

Winnicott’s view of psychopathology results from an insufficiently facilitating environment (parental deficiency), that causes the infant or child to react to environmental impingement, and thus arrests the maturational process. All later disturbances in his system involves impairment in the functioning of the self.
Readings:
March 26, 2011


WEEKEND 6: May 24th and May 25th
Instructor: William Rickles, M.D.

The work of Otto Kernberg

Readings: