

**OT 6XX: Therapeutic Uses of Self:
Contemporary Psychodynamic Perspectives**

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Instructor:

Instructor Name and Title

Affiliations

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Seminar Schedule:

Day, Time, Location

Office Hours:

Office Hours and Location

Additional hours arranged by appointment

COURSE DESCRIPTION:

As occupational science becomes increasingly interested in questions of subjectivity, self, and the relationship of the individual to the interpersonal and social surround, psychodynamic models of mind have taken on renewed relevance. Indeed, contemporary OS/OT and psychoanalysis now share considerable areas of theoretical overlap. Given this rich conceptual complementarity, the two fields can no longer afford to ignore one another. In this course, we will survey central psychoanalytic theories of self and interpersonal relations, sampling some of the primary contributions from each theoretical school or theorist. The goal of this broad survey is to acquaint the student with the diversity of analytic conceptions of subjectivity and intersubjectivity, with an emphasis on the way these ideas influence the notion of therapeutic efficacy; that is, what is it about the therapeutic relationship (whether in psychoanalytic interaction or occupational therapy) that makes it therapeutic?

Core issues and tensions we will be addressing in this course include: contemporary views of self and experience; meaning-making processes of subjectification and objectification; the relation of structure and agency; the role of desire, wish, emotion, and fantasy in cultural life; the place of anxiety and the unconscious in everyday life, the emotional dynamics of suffering and illness, and the affective dynamics of therapist-client interactions. Taken together, these diverse theoretical concerns provide the raw ingredients for a more refined and dynamic understanding of the “therapeutic use of self” in Occupational Science and Occupational Therapy. By the end of the course, students will have developed fluency in thinking through these complex issues, and will have gained interdisciplinary fluency in thinking through these fundamental questions.

Prerequisites—This graduate seminar is open to any student pursuing the Ph.D. degree. Motivated and interested OTD students may also be admitted at the discretion of the instructor.

COURSE REQUIREMENTS:

Attendance and Participation— This is a graduate seminar structured around *in-depth, critical, group discussion of assigned (required) readings*. In order for the seminar format to work effectively, you must come to class having read all of the assigned readings for the week, and be prepared to discuss them. The load is moderate (80-100 pages per week), but owing to the unfamiliar and sometimes difficult nature of the readings, be sure to allow sufficient time to process what you have read. Remember, a significant portion of your final grade is based on the quality of your participation in the seminar discussion.

Written Outlines of Readings—All students are expected to come to class with brief written notes prepared using the outline below for each reading to be discussed that day:

- 1) **Author's Primary Message:** Based on your reading, what strikes you as the central argument(s) in the reading (summarized in a paragraph). Make notes or indicate specific passages that illustrate the main argument)
- 2) **Key Themes:** List and summarize each theme in 2 or 3 sentences.
- 3) **Counter Arguments:** Can you think of counter arguments to the positions articulated in the readings?
- 4) **Relation to OS/OT:** How might these ideas relate to the concerns of OS/OT? Are they compatible? Are they in tension? How do they shift the way you think about specific issues and interests in the field?
- 5) **Relation to Other Readings:** How do the readings relate to other course material? Are they compatible? Are they in tension? Does it advance your understanding?
- 6) **Difficulties:** What confused you, or what don't you understand?
- 7) **Evaluation:** Brief overall evaluation of the reading.

These notes are to be turned in at the end of each class meeting. They are graded as acceptable/unacceptable. If you are not able to attend a seminar meeting, you can email me your reading notes for credit.

Discussion Facilitation—Each of you may be asked to lead seminar discussions. Discussion leaders for the readings will be determined during the first meeting. The purpose of this "facilitation" is not to summarize the readings—the expectation is that everyone has done the readings. You should come to seminar prepared to lead discussion, using your "written outlines" as a springboard for discussion, with particular emphasis on the issues the reading raised for you as an OS/OT student. Your written outline is not a "checklist" of required topics, but rather, a series of possible way to engage with novel interdisciplinary perspectives. You should also come with a list of questions to guide discussion. Remember, *your job is not to be an expert; your role as facilitator is to help open up lines of discussion that we will collectively explore and elaborate*. Additional guidance in preparing these discussions is available in office hours, or by appointment. An additional reading or two may be suggested to aid in preparation.

Research Paper—Each seminar participant will write a publication-quality research paper on a topic related to the course material. Ideally, this paper will integrate some aspect of the conceptual material covered in the course with either the field of OS/OT, the student's research interests, or both. The final paper should be of journal length (approximately 10,000 words), and conform to the style format of a major journal. Paper preparation will follow a four-stage process: 1) Each student should meet with the instructor within the first

four weeks of class to discuss the chosen paper topic. A preliminary literature review and bibliography must be brought to this meeting; 2) Following approval of the topic, the student will prepare a first draft, which is due on [DATE] This draft will be reviewed and returned with suggestions for revision; 3) Each student will make a 25 minute presentation of their research topic on [DATE]; and 4) The finished paper is due by [DATE] (submit a pdf copy to the instructor at groark@usc.edu). Papers will drop by one letter grade (10% or 5 points) each day until submitted. Papers will not be accepted after [DATE]. Failure to submit a paper by this date will result in a grade of "incomplete."

SEMINAR GRADING AND EVALUATION:

Your course grade is based on a 100 point scale; 50% of your final grade is based on seminar attendance and participation, and 50% is determined by your seminar paper. Point allocation is outlined below:

Attendance and Participation: **30%** (30 points, 2 per seminar)
Written Outlines: **15%** (15 points, 1 per seminar)
Final Paper Presentation in Seminar **5%** (5 points)
Research Paper: **50%** (50 points)

Total: 100% (100/100 points)

REQUIRED READINGS (BOOKS - TO BE PURCHASED):

Required Texts:

C. Bollas, *The Shadow of the Object* (Columbia)
A. Elliott, *Psychoanalytic Theory: An Introduction* (Duke)
S. Mitchell, *Freud and Beyond* (Basic Books)
Course Reader with Articles

Recommended Texts:

S. Mitchell, *Hope and Dread in Psychoanalysis* (Basic Books)
D. Winnicott, *Playing and Reality* (Routledge)
A. Elliott, *Social Theory since Freud*. (Routledge)

Journal articles marked "Download from Web" are to be downloaded from the source journals through your USC account. Readings marked "To Be Provided" will be distributed by the instructor. An additional set of copies will also be on reserve in the OS/OT Division Office on the Health Sciences Campus. See attached bibliography for full references.

University Policies on Disability and Academic Integrity

Statement for Students with Disabilities—Any student requesting academic accommodations based on disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from the DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30am-5:00pm, Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity—USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by the instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

SCHEDULE OF SEMINAR TOPICS AND READINGS

Course Schedule & Readings

Week 1: *The Psychoanalytic Roots of Occupational Therapy*

Lecture on historical connection between OT and early psychoanalysis. Discussion of WWI shell-shock treatment facilities, and division of labor between “reconstruction aides” and analysts/psychiatrists. Lecture will trace the gradual estrangement between the two fields.

Week 2: *Psychodynamic Approaches in the Social Sciences I: The Freudian Orthodoxy of Devereux, Spiro, and Obeyesekere*

Spiro (1989) “Religious Systems as Culturally Constituted Defense Mechanisms.” In Benjamin Kilbournes and L.L. Langness (eds). *Culture and Human Nature: Theoretical Papers of Melford Spiro*. Chicago: University of Chicago Press. Pp. 145-160.

Obeyesekere (1981) *Medusa’s Hair*. Chicago: University of Chicago Press. Pp. 13-20, 40-51.

Devereux (1956) “Normal and Abnormal: The Key Problem of Psychiatric Anthropology.” Pp. 23-45 in J. Casagrande and T. Gladwin (eds.) *Some Uses of Anthropology, Theoretical and Applied*. Washington, DC: Anthropological Society for Washington.

Week 3: *Psychodynamic Approaches in the Social Sciences II: Non-Freudian Alternatives*

Levy (1973) “Feeling” In *Tahitians: Mind and Experience in the Society Islands*. Chicago: University of Chicago Press. Pp. 271-308, 322-325.

Hollan (2000). Constructivist Models of Mind, Contemporary Psychoanalysis, and the Development of Culture Theory. *American Anthropologist* 102(3): 538-550.

Chodorow (1999). The Psyche in the Field. Pp. 172-218 in *The Power of Feelings: Personal Meaning in Psychoanalysis, Gender, and Culture*.

Week 4: *Drive and Non-Drive Models of Psyche: Mitchell and Greenberg*

Greenberg and Mitchell (1983). Select Chapters in *Object Relations in Psychoanalytic Theory* [Pp. 9-49, 79-118—Ch. 1 (Object Relations and Psychoanalytic Models); Ch. 2 (Sigmund Freud: The Drive/Structure Model), Ch.4 (Interpersonal Psychoanalysis)]

Mitchell (1988). Introduction: Relational Concepts in Psychoanalysis. Pp. 1-12 in *Relational Concepts in Psychoanalysis: An Integration* (Harvard University Press)

Week 5: Psychoanalytic Theories of the Self: Introduction

Mitchell (1993). Part II of Hope and Dread in Psychoanalysis (Pp. 95-174—Self in Psychoanalysis: Multiple Selves, Singular Selve; True Selves, False Selves, and the Ambiguity of Authenticity; Aggression and the Endangered Self).

Week 6: Freud and the Introduction of the Split Subject

Elliott, *Psychoanalytic Theory*, pp. 1-67—Introduction; Chapter 1 (The Making of the Self: Divergences in Psychoanalytic Theory); Chapter 2 (Modern Culture and Its Repressed)

Freud (1900), The Interpretation of Dreams, pgs. 129-142 (To Be Provided)

Freud (1917), Mourning and Melancholia (To Be Provided)

Recommended: Elliott *Social Theory since Freud* Chapter 1, pgs. 1-20 (To Be Provided)

Week 7: Lacan: The Fractured and Decentered Self & the Role of the Imaginary

Elliott, pp. 99-124—Chapter 4 (Poststructuralist Anxiety: Subjects of Desire)

Mitchell and Black (1995) Jacques Lacan. Pp. 193-203 in *Freud and Beyond: A History of Modern Psychoanalytic Thought*. (To be Provided)

Lacan, Selections (The Mirror Stage as Formative of the Function of the I; Aggressivity in Psychonalysis; The Dream of Irma's Injection; The Dream of Irma's Injection (Conclusion) (To Be Provided)

Recommended: Elliott *Social Theory since Freud*, Chapter 2, pgs. 21-53

Week 8: Melanie Klein and the School of Object Relations: The Self Defined in Relation to Others

Elliott, pp 68-95—Chapter 3 (Object Relations, Kleinian Theory and Self Psychology)

Mitchell, Juliet (1987). "Introduction to *The Selected Melanie Klein*," pgs. 9-32 (to be Provided)

Klein, "Notes on Some Schizoid Mechanisms," "Love, Guilt and Reparation," "Some Theoretical Conclusions Concerning the Emotional Life of the Infant," "On

Identification," "Envy and Gratitude"(From *The Selected Melanie Klein*; Provided in reader)

Week 9: Midterm Presentations

Week 10: Winnicott: True Self, False Self, and the Intermediate Areas of Experiencing

Mitchell, Stephen A. and Margaret J. Black (1995). The British Object Relations School: W.R.D. Fairbairn and D.W. Winnicott. Pp. 112 - 138 in *Freud and Beyond: A History of Modern Psychoanalytic Thought*. (To be Provided)

Winnicott, Selections from *Playing and Reality* (Transitional Objects and Transitional Phenomena; Mirror-role Of Mother and Family in Child Development; Playing, Creative Activity and the Search for the Self; The Use of an Object and Relating through Identifications)

Winnicott, Ego Distortion in Terms of True and False Self (To be provided)

Week 11: Bollas: Personal Idiom, Dissemination, and the Aesthetics of Self

Bollas, Selections from *The Shadow of the Object* (The Transformational Object; The Spirit of the Object; The Self As Object)

Bollas, Selections from *Being a Character* (Aspects of Self Experiencing; The Evocative Object; Being a Character) (To be provided).

Week 12: Kohut and Self-Psychology

Reading: Elliott, *Psychoanalytic Theory*, pgs. 95-98—"Self Psychology: Self Objects and Meaning

Mitchell, Stephen A. and Margaret J. Black. Psychologies of Identity and Self: Erik Erikson and Heinz Kohut. Pp. 139-169 in *Freud and Beyond: A History of Modern Psychoanalytic Thought*. (To be Provided)

Kohut, Does Psychoanalysis Need a Psychology of the Self? Pp. 63-139 in *The Restoration of the Self*,

Week 13: Daniel Stern and the Interpersonal Self

Stern, "The Four Senses of Self," Chapter 3-8 in *The Interpersonal World of the Infant*, pgs. 37-184

Week 14: Intersubjectivity and Feminist Approaches: Benjamin & Chodorow

Chodorow, "Selves and Emotions as Personal and Cultural Constructions", *The Power of Feelings*, pgs. 129-171 (To be provided in a reader)

Benjamin, "Introduction," "Recognition and Destruction: An Outline of Inter-Subjectivity" in *Like Subjects, Love Objects*, pgs. 1-48 (To be provided)

Recommended Reading: Prager, "Memory, Culture and the Self," "Trauma and the Memory Wars," in *Presenting the Past, Psychoanalysis and the Sociology of Misremembering*, pgs. 95-17

Elliott, "Sexuality, Complexity, Anxiety: The Encounter Between Psychoanalysis, Feminism, and Postmodernism," pgs. 115-131

Week 15: The Relevance of Psychodynamic Models to Occupational Science Method and Theory

Devereux. Selected reading in "From Anxiety to Method"

Molino (2004). Rethinking Relations Between Psychoanalysis and Anthropology. Pp. 20-42 in *Culture, Subject, Psyche: Dialogues in Psychoanalysis and Anthropology* (Anthony Molino, ed.)

Week 16: Final Student Research Presentations