UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Psychoanalytic Psychology

2324-2-E2401P138

Learning area

KNOWLEDGE AND SKILLS USEFUL TO UNDERSTAND, PROMOTE AND CHANGE INDIVIDUAL PSYCHOLOGICAL FUNCTIONING

Learning objectives

Knowledge and understanding

- History of psychoanalysis
- Psychodynamic models of the mind and of its development in relation to significant others;
- Psychoanalytic models of pathological functioning
- Introduction to the history of psychotherapy

Applying knowledge and understanding

- Ability to critically evaluate psychodynamic theories of emotional and cognitive functioning, both rational and irrational;
- Develop an understanding of the principles of unconscious functioning;
- Reflect upon the links between theories of normal and pathological functioning and clinical work from an historical point of view

Contents

The course aims to develop knowledge relative to psychodynamic theoretical models from their origin to their

current developments. The first part of the course will concentrate on Freudian theory as well as the models proposed by the founders of the main post-Freudian schools of thought. The second part of the course will underline the more recent developments.

Detailed program

- The origin of psychodynamic theories;
- Freudian thought;
- Melanie Klein and her followers;
- Ego Psychology in the UK and USA;
- The ‘Independent ‘School;
- John Bowlby and the origin of attachment theory;
- Interpersonal psychiatry;
- Self-Psychology;
- Recent developments of the main schools of thought

Prerequisites

Knowledge of the history of Psychology is useful but not obligatory. Students who have not attended the course can ask for further material to help them in their study.

Teaching methods

Apart from lectures, for every author clinical vignettes will be discussed. Further, historical documentaries will be presented.

With the exception of the documentaries, powerpoint presentations of the lectures will be available on the e-learning site for all students (whether attending or not attending). For not attending students material is suggested to aid their knowledge acquisition on the different authors.

Assessment methods

Two in itinere assessments will be discussed with students which will be integrated by an oral examination. Students who do not participate in the two written examinations will have an oral examination based on the indicated texts.

Both written and oral assessments can take place in English if the student wishes to do so.

Textbooks and Reading Materials

DE CORO, A. & ORTU, F. (2010). Psicologia dinamica. I modelli teorici
a confronto. Roma-Bari: Laterza.

Articles or book chapters of the main authors studied which will be detailed on the e-learning page associated to the course.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING