UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Psychoanalytic Psychology

2627-2-E2403P011

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

Making judgements

- Develop the ability to critically analyse psychodynamic models, evaluating their historical development, theoretical consistency, and clinical implications.

Communication skills

- Be able to clearly and coherently present the main concepts of dynamic psychology, integrating theoretical, historical, and clinical perspectives.

Learning skills

- Strengthen the ability for autonomous study and reflection on theoretical and clinical texts, also in view of future in-depth studies in the psychodynamic field.

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

18 lectures of 3 hours with 30 minutes of each lecture being dedicated to a discussion of clinical vignettes or of clinical interviews discussed with students. One lecture of 3 hours will consist of watching a historical documentary discussed with students.
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). All lectues will be video-taped and published on e-learning for students who are unable to attend the lecture in person. For non-attending students material is suggested to aid their knowledge acquisition on the different authors.

Assessment methods

Two in itinere assessments will take place during the course, consisting of a short essay in which students are asked to discuss concepts relative to the authors discussed, beyond the provided course material, examination. The objective is to encourage autonomous thought and study relative to the critical points of the program and the acquisition of the technical language characteristic of the discipline. The mean of the marks obtained in the essay will constitute a starting point for the oral examination in which subjects discussed during lectures and in the course material will be critically discussed.
Students who do not participate in the two written essays will have a more extensive oral examination based on the indicated texts.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

The evaluation criteria for the essays are the following: the extent to which students consulted material beyond the provided course material; the ability to critically reflect on the theorie and models discussed during lectures and in the course material, the ability to communicate by using the appppropriatepsychodynamic technical language;

The final assessment takes into account the overall score obtained across the different examinations, according to the following grading scale:

18: barely sufficient knowledge, minimal applicative and interpretative skills;
19–22: sufficient knowledge of the fundamental content, with uncertainties in application;
23–26: fair knowledge, good applicative ability with some inaccuracies;
27–30: solid knowledge, good command of the content and critical ability;
30 with honours: fully adequate knowledge, full command of the material, and excellent use of language.
The The evaluation criteria for the oral examination are: the ability to critically reflect on the theorie and models discussed during lectures and in the course material, the ability to communicate by using the appppropriate psychodynamic technical language;

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