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This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of the American Psychoanalytic Association and the Institute for Psychoanalytic Education. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.

The American Psychoanalytic Association designates this Live Activity for a maximum of 1 AMA PRA Category 1 Credit™ per hour of instruction. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Important Disclosure Information For All Learners: None of the planners and presenters of this CME program have any relevant financial relationships to disclose.

The concept of the Self, while seemingly self-evident to anyone reflecting on her or his own experience, has nevertheless been elusive and/or controversial in psychoanalysis. This likely stems from the origins of psychoanalysis as a field of intra-psychic forces, which had taken the “selfhood” for granted as an entity within which those forces played on. The psychoanalytic examination of the “self” as well as of the “object” in their own terms (other than as objects of drives) was thus suspect as expressions of resistance against the intra-psychic focus.

This course takes its point of departure from the view that the Self has clinical existence as it has existence in life. It issues from a deeply embedded psychophysiological core of bodily self-experience and develops through the process of laying down psychological engrams of its encounters with the world through its surface perceptions, proprioception and social contact. * In psychoanalytic terms, the Self is comprised of many self-representations, each of which is organized around these psychologically salient bodily and mental experiences. It is deeply rooted and inescapably personal.

The course is an effort to highlight the concept of the Self from several perspectives of psychoanalytic thought, in the hopes that each may, alone or more likely in combination with others, revisit some salient theoretical propositions, illuminate clinical encounters and inform therapeutic ramifications accordingly.

*See: Hartmann.E. : Comments on the Psychoanalytic Theory of the Ego, PSC, 1950, pp. 84-85

Luba Kessler, MD
Ellie Gelman, PhD

*Available on P-E-P
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CLASS #1: Defining Self

READINGS:

*Psychoanalytic and neuropsychoanalytic placement:

Damasio. A. – Self Comes to Mind, Pantheon Books, NY, 2010
   - Chapter 1, “Awakening”, pp. 3-30

   pp. 84-85 - paragraph from bottom of p. 84 to top of p.85.

   Chapter II “The Ego and the Id”, pp. 19-27


Sketch of Human Brain

Optional:

*Psychosociobiological Placement of Self


CLASS #2: Undifferentiated Psychophysiological Self/ Psychological Birth

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Optional:


CLASS #3: Intersubjectivity in the Formation of the Self: Infant Research

READINGS:


--Chapter 2, “A Dyadic Systems View”, pp. 21-44

--Chapter 8, “Three Principles of Salience in the Organization of the Patient-Analyst Interaction: The Case of Clara” pp. 185-207

Optional:


--Chapter 1, “A Central Role for the Sense of Self”, pp. 5 -12
--Chapter 2, “Perspectives and Approaches to Infancy”, pp. 13 – 34
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CLASS #4: Self Psychology: Selfobject in Transmuting Internalization

READINGS:


--Chapter 2, “Does Psychoanalysis Need a Psychology of the Self?”
    pp. 85-90

*Tolpin, M. (1971) — On the Beginnings of the Cohesive Self: an Application of the Concept of
    Transmuting Internalization to the Study of the Transitional Object and
    Signal Anxiety, PSC, Vol. 26: 316 – 352

CLASS #5: Libidinization

READINGS:

    Object During Early Infancy”, pp. 222-224

Spitz, R., & Cobliner, G. - The First Year of Life, IUP, NY, 1966

--Chapter 4, “The Cradle of Perception”, pp. 61 – bottom of 65


-- Chapter 3, “Fusions of Self and Object Images”, pp. 33-37;


--Chapter 4, “The First Sub-Phase: Differentiation and the Development
    of the Body Image”, pp. 51 – 58
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- Essay 2, “Sexuality and Attachment in Metapsychology”, pp. 27-50

Or


Optional:


CLASS #6: Identification

READINGS:


--Chapter 4, “The Child’s Discovery of his Identity and his Advance to Object Relations and Selective Identification, pp. 49 – 69;

Optional:


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-- Chapter 11, “The Instinctual and Emotional Conflicts of the
   Adolescent and the Remodeling and Growth of His Psychic
   Structures”, pp. 185 – 188

--Chapter 8, “The Organization and Integration of Different
   Superego Components into a Consolidated Functional System”,
   pp. 119 – 127

CLASS #7: Introjection

READINGS:


 or

CLASS #8: Self Psychology: Idealization

READINGS:

Rudimentary Self


--Chapter 2, “Does Psychoanalysis Need a Psychology of the Self?”,
   pp. 98-100

Selfobject Transferences

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Optional:


CLASS #9: The Endangered Self: Self Preservation/Self Esteem/Shame

READINGS:

Freud: Danger Situations


–Chapter 7 through end of Chapter 8 , pp. 128 (bottom) - 143

Self Psychology: Self Esteem

Kohut, H. -- The Restoration of the Self, IUP, 1977


Self Psychology: Shame


CLASS #10: Psychic Envelope

READINGS:

Skin Ego:
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  –Chapter 2, pp. 19 – 26 (especially 25 – 26)


  –Chapter 7, “The Functions of the Skin Ego”, pp. 96 – 113

Optional:


Narrative Self:


  -Chapter 2, “Narratives of the Self”, pp.21-35

Optional:


  --Chapter 6 (I) Secondary Revision


  --Chapter 8, “The Sense of a Verbal Self”