



**Code: M-PSI/07**

**Credits: 9**

**Matter: Psychodynamics**

**Main language of instruction: Italian**

**Other language of instruction: English**

## **Teaching Staff**

### **Head instructor**

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## **Introduction**

The course in Dynamic Psychology aims to provide depth knowledge on the various theoretical perspectives of dynamic psychology and some application fields, such as the evaluation of psychodynamic research and the use of psychodynamic models in organizational and institutional contexts. The course aims, therefore, to provide the student with a set of basic knowledge on functioning psychodynamic of the individual and on the evolution of psychodynamic thinking from its origins to the most current theories, and to experiment a first approach with the application purposes of the psychodynamics, through the use of appropriate methods and tools to "read in a psychodynamic key" the relationship and the methods of psychic functioning of individuals.

Prerequisites: Attendance of the course requires passing the introductory courses in General Psychology and Psychology of development. In this regard, it is advisable to review the introductory concepts relating to the theories of the personality and psycho-emotional development of the individual.

## **Objectives**

The course in Dynamic Psychology has the following educational goals:

1. Presentation of the different models of psychodynamic understanding of psychic functioning;
2. Introduction of the theoretical and practical aspects related to psychodynamic diagnosis;
3. Theoretical study on the evaluation of psychodynamic research.



4. Presentation of how to use psychodynamic models in organizational contexts e Institutional.

### **Competencies:**

#### **Knowledge and understanding**

The student at the end of the course has to demonstrate to know the different theories of understanding psychodynamics of psychic functioning, having acquired the ability to analyze them. The student, also, has to prove the knowledge of the Freudian and Jungian psychoanalytic model, the contribution of the school of relationships objects and psychodynamic theories related to attachment theory, as well as the most current relational and intersubjective perspectives. Moreover, he has to know the theoretical and practical aspects related to psychodynamic diagnosis, with particular focus on the concepts of defense mechanisms and personality about narcissistic, borderline, psychotic structures, and he must have deepened the aspects related to the evaluation of psychodynamic research.

#### **Application of knowledge**

The student will be able to use the knowledge of Dynamic Psychology having learned the thought of the authors treated. He will be able to argue, even with independent judgments, the ideas and problems as they are connected and will be able to communicate with lexical property and mastery of the discipline information learned.

#### **Ability to draw a conclusion**

The student will be able to identify the most appropriate constructs to describe the modality of psychic functioning of the individual, to understand the behavior of individuals in the different contexts in which they operate.

#### **Communication skills**

The student will be able to describe and support conversations about psychodynamic theories that describe the personal development and on the central aspects of the personality's evaluation, by using adequate terminology.

#### **Ability to learn**

The student at the end of the course will know the basic theories necessary to understand the human's psychic functioning, according to the psychodynamic perspective and method. He will also be able to design and organize, in broad terms, an evaluation system psychodynamic of personality.

### **Programme of the course:**



The course is developed through the **pre-recorded audio-video lessons** that compose, together with slides, study materials available on the platform. Then, there are **self-assessment tests**, asynchronous type, which accompanies the pre-recorded lessons and allows students to ascertain the understanding and the degree of acquired knowledge of the contents of each lessons. Interactive teaching is carried out in the forum of the "virtual class" and provides examples and discussions on psychodynamic evaluation and clinical cases with student involvement

In particular, the Dynamic Psychology Course provides 9 formative credits. The total study load for this course is 250 hours divided into:

**approximately 175** hours for the visualization and study of the videotaped material (27 hours video recorded of Theory)

**About 57 hours of Interactive Teaching**

**About 18 hours of Interactive Teaching** for the execution of self-assessment tests.

It is advisable to distribute the subject study evenly over 12 weeks dedicating between 15 to 25 hours of study per week.

**Module 1 THE ORIGINS OF DYNAMIC PSYCHOLOGY (2 videotaped theory lessons for a 14-hour commitment - weeks 1)**

- 1.1 Introduction and epistemological aspects of Dynamic Psychology
- 1.2 S. Freud: The psychoanalytic model
  - 1.2.1 Metapsychology

**Module 2 - Dynamics (3 videotaped theory lessons for a 21-hour commitment - weeks)**

**2) MODULE 2. POST-FREUDIAN PSYCHOANALYTIC MODELS**

- 2.1 CG Jung: Analytical Psychology
  - 2.1.1 The theory of complexes
  - 2.1.2 The psychological types
- 2.2 The Psychology of the Ego: A. Freud
- 2.3 The Psychology of the Self: H. Kohut
  - 2.3.1 Shame and narcissistic anger

**MODULE 3. THE PSYCHOANALYSIS OF OBJECT REPORTS (3 theory lessons videotaped for a commitment of 21 hours - weeks 2)**

- 3.1. M. Klein and psychoanalysis of object relations
- 3.2. W. Bion
- 3.3. DW Winnicott
  - 3.3.1 The true and the false self



**MODULE 4. PSYCODYNAMIC DEVELOPMENT THEORIES (3 videotaped theory lessons for a 21-hour commitment - weeks 1)**

- 4.1 The contribution of R. Spitz and M. Malher
- 4.2 The Attachment Theory: J. Bowlby
  - 4.2.1 Internal operating models
  - 4.2.2 M. Ainsworth and the Strange Situation
  - 4.2.3 Pattern of attachment and maternal style
- 4.3. The mother-child relationship:
  - 4.3.1 The infant research and D. Stern

**MODULE 5. DEVELOPMENTS OF THE ATTACHMENT THEORY AND MOTIVATION SYSTEMS (4 videotaped theory lessons for a 21-hour commitment - weeks 1)**

- 5.1 P. Fonagy and M. Target: developments of the attachment theory
- 5.2 The motivational theories of H. Murray and A. Maslow
- 5.3 J. Lichtenberg: the five motivational systems
- 5.4 G. Liotti: the theory of motivational systems

**MODULE 6. RECENT PROSPECTS OF PSYCHOANALYSIS: THE RELATIONAL MODEL E INTER-SUBJECT (4 videotaped theory lessons for a 21-hour commitment - weeks 1)**

- 6.1. HS Sullivan
- 6.2. Relational psychoanalysis: S. Mitchell
- 6.3. The intersubjective perspective
- 6.4. Psychodynamic psychiatry: the contribution of E. Jacobson and O. Kernberg

**MODULE 7 THE PSYCHODYNAMIC EVALUATION (3 videotaped theory lessons for a commitment 21 hours - weeks 2)**

- 7.1 Evaluation areas in Dynamic Psychology
- 7.2 Reference manuals: Psychodynamic Diagnostic Manual (PDM)
- 7.3 Psychodynamic assessment tools:
  - 7.3.1 Shedler Westen Assessment Procedure (SWAP-200)

**MODULE 8 RESEARCH IN DYNAMIC PSYCHOLOGY (3 videotaped theory lessons for a commitment 21 hours - weeks 1)**

- 8.1 Research on the outcome of psychotherapies
- 8.2 Research on the psychotherapeutic process

### 8.3 Psychotherapy research tools:

8.3.1 Core Conflictual Relationship Themes (CCRT);

8.3.2 Defense Mechanism Rating Scale (DMRS)

## **MODULE 9. MULTIPERSONAL PSYCHODYNAMIC THEORIES (2 videotaped theory lessons for a commitment of 14 hours - weeks 1)**

### 9.1 Group analysis

### 9.2 Systemic-family psychology

2 e-tivities were prepared, the first to be completed at the end of the study of the modules from 1 to 6, the second to be completed at the end of the study of modules 7 and 8.

Each e-tivity allows the student to re-elaborate the acquired knowledge in a personal key during the study and to verify the in-depth understanding of the studied subjects. The instructions for conducting e-tivities are contained in a presentation file inserted in the platform. The first e-tivity requires about 6 hours of work, the second about 3 hours, for a total of 9 hours of commitment. On the platform, there is a forum dedicated to discussion and comparison on the issues that will emerge from performing e-tivities.

### **Evaluation system and criteria**

The exam consists of a written test aimed at ascertaining the analytical skills and re-elaboration of the concepts acquired and a series of activities carried out during the course in virtual classes. The written exam will consist of a "3 + 3" model which will include 3 closed-ended questions and 3 open-ended questions. For each question with open answer, the maximum score attributable is 8 points, while for each of the closed questions the maximum score attributable is 2 points and can be carried out either at the Rome office or at the prior educational centers booked by the student. The questions related to the first 6 modules and module 9 will be aimed at testing knowledge and skills of understanding acquired by the student regarding the various psychodynamic theories of functioning psychic.

The questions concerning modules 7 and 8 will be aimed at testing the application capacity of the knowledge deriving from the study of methods and assessment tools in the psychodynamic field.

Through the open answer will be evaluated, as well as the knowledge and application skills of concepts, also the **ability to draw conclusions** (integrate and compare the concepts learned), **skills communicative** (use of an adequate terminology) and the **ability to learn**.



The same valuation methods will be adopted for e-tivities, albeit with a greater focus on the application aspect of knowledge through exercises focused on modules 1-6 and 7-8.

The assignment of the final paper will be based on an interview with the teacher in which the student will express his specific interest in relation to some topic that he intends to investigate. No particular average is requested for the assignment of thesis.

Criteria for the assignment the final elaborate:

### **Bibliography and resources**

Materials to consult: EDUCATIONAL MATERIALS BY THE TEACHER