

## Object Relations Theories (PSY 877)

Spring, 2009

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Catalogue Description: This course will provide a historical perspective and conceptual models of object relations theories and focus on the role of object relations in the etiology, development, and expression of psychopathology from childhood to adulthood. The course will survey the object relations theories of everyone from Melanie Klein to Peter Fonagy and the relational theorists, paying particular attention to the conceptual differences and similarities among these various theories. Empirical justification of object relations theories and the assessment of object relations as well as controversies and critiques of these theories will be considered. Case formulation using object relations models will also be covered. Finally, the course will introduce students to new directions in object relations theories offered by contemporary object relations theorists.

Readings are accessible at the link below:

<http://www.cwpost.liu.edu/cwis/cwp/library/reserve/index.html>

Podcasts of each class lecture are accessible at the link below:

<http://myweb.cwpost.liu.edu/ggoodman/courses.htm>

### Course Outline

#### **Class 1: Theoretical and Historical Overview**

Fonagy, P., & Target, M. (2003). *Psychoanalytic theories: Perspectives from developmental psychopathology*. New York: Routledge. Read Chapter 1, "An Introduction to this Book and to the Basic Psychoanalytic Model," pp. 1-30, and Chapter 5, "Introduction to Object Relations Theory," pp. 107-117.

Goodman, G. (2002). *The Internal world and attachment*. Hillsdale, NJ: The Analytic Press. Read Chapter 3, "Brief Overview of Object Relations Theory," pp. 25-46.

Greenberg, J. R., & Mitchell, S. A. (1983). *Object relations in psychoanalytic theory*. Cambridge, MA: Harvard University Press. Read "Introduction," pp. 1-5, and Chapter 1, "Object Relations and Psychoanalytic Models," pp. 9-20.

Mitchell, S. A., & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books. Read "Preface," pp. xv-xxiii.

### **Class 2: Melanie Klein and Her Followers**

Doane, J., & Hodges, D. (1992). *From Klein to Kristeva: Psychoanalytic feminism and the search for the "good enough" mother*. Ann Arbor: University of Michigan Press. Read Chapter 1, "From Klein to Winnicott: A New Mise-en-scène for Mother," pp. 7-32.

Fonagy, P., & Target, M. (2003). *Psychoanalytic theories: Perspectives from developmental psychopathology*. New York: Routledge. Read Chapter 6, "The Klein-Bion Model," pp. 118-136.

Greenberg, J. R., & Mitchell, S. A. (1983). *Object relations in psychoanalytic theory*. Cambridge, MA: Harvard University Press. Read Chapter 5, "Melanie Klein," pp. 119-150.

Mitchell, S. A., & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books. Read Chapter 4, "Melanie Klein and Contemporary Kleinian Theory," pp. 85-111.

### **Class 3: The Independent or "Middle" School**

Fonagy, P., & Target, M. (2003). *Psychoanalytic theories: Perspectives from developmental psychopathology*. New York: Routledge. Read Chapter 7, "The 'Independent' School of British Psychoanalysis," pp. 137-164.

Greenberg, J. R., & Mitchell, S. A. (1983). *Object relations in psychoanalytic theory*. Cambridge, MA: Harvard University Press. Read Chapter 6, "W. R. D. Fairbairn," pp. 151-187, and Chapter 7, "D. W. Winnicott and Harry Guntrip," pp. 188-230.

Mitchell, S. A., & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books. Read Chapter 5, "The British Object Relations School: W. R. D. Fairbairn and D. W. Winnicott," pp. 112-138.

### **Class 4: North American Object Relations Theories**

Fonagy, P., & Target, M. (2003). *Psychoanalytic theories: Perspectives from developmental psychopathology*. New York: Routledge. Read Chapter 8, "North American Object Relations Theorists," pp. 165-203.

Greenberg, J. R., & Mitchell, S. A. (1983). *Object relations in psychoanalytic theory*. Cambridge, MA: Harvard University Press. Read Chapter 10, "Edith Jacobson and Otto

Kernberg,” pp. 304-348, and Chapter 11, “Mixed Model Strategies: Heinz Kohut and Joseph Sandler,” pp. 351-378.

Mitchell, S. A., & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books. Read Chapter 6, “Psychologies of Identity and Self: Erik Erikson and Heinz Kohut,” pp. 149-169, and Chapter 7, “Contemporary Freudian Revisionists: Otto Kernberg, Roy Schafer, Hans Loewald, and Jacques Lacan,” pp. 172-180.

### **Class 5: Interpersonal-Relational Theories**

Aron, L. (1996). *A meeting of minds: Mutuality in psychoanalysis*. Hillsdale, NJ: The Analytic Press. Read Chapter 1, “The Relational Orientation: An Introduction,” pp. 1-30, and Chapter 6, “The Dialectics of Mutuality and Autonomy: The Origins of Relational Theory in the Contributions of Sándor Ferenczi and Otto Rank,” pp. 159-187.

Fonagy, P., & Target, M. (2003). *Psychoanalytic theories: Perspectives from developmental psychopathology*. New York: Routledge. Read Chapter 9, “The Interpersonal-Relational Approach: From Sullivan to Mitchell,” pp. 204-229.

### **Class 6: Attachment Theory I**

Fonagy, P. (2001). *Attachment theory and psychoanalysis*. New York: Other Press. Read Chapter 11, “Psychoanalytic Attachment Theorists,” pp. 135-156, Chapter 12, “Summary: What Do Psychoanalytic Theories and Attachment Theory Have in Common?” pp. 157-184, Chapter 13, “How Can Attachment Theory Benefit from Psychoanalytic Insights?” pp. 185-189, and Chapter 14, “Conclusion,” pp. 191-192.

Fonagy, P., & Target, M. (2003). *Psychoanalytic theories: Perspectives from developmental psychopathology*. New York: Routledge. Read Chapter 10, “Bowlby’s Attachment Theory Model,” pp. 230-254.

### **Class 7: Attachment Theory II**

Goodman, G. (2002). *The Internal world and attachment*. Hillsdale, NJ: The Analytic Press. Read Chapter 2, “Purposes of Integrating Object Relations Constructs and Attachment Constructs,” pp. 16-24, Chapter 4, “Brief Overview of Attachment Theory,” pp. 47-71, Chapter 5, “Points of Comparison and Contrast Between the Two Theories,” pp. 72-82, and Chapter 6, “Object Relations Theory’s View of Internal Working Models,” pp. 83-101.

Goodman, G. (2002). *The Internal world and attachment*. Hillsdale, NJ: The Analytic Press. Read Chapter 9, “Object Representations and Internal Working Models: A Model for Understanding Their Structure and Function,” pp. 124-145.

Goodman, G. (2005). Empirical evidence supporting the conceptual relatedness of object representations and internal working models. *Journal of the American Psychoanalytic Association*, 53, 597-617.

### **Class 8: Mentalization/Reflective Function**

Fonagy, P., Gergely, G., Jurist, E. L., & Target, M. (2002). *Affect regulation, mentalization, and the development of the self*. New York: Other Press. Read Chapter 1, "Attachment and Reflective Function: Their Role in Self-Organization," pp. 23-64.

Fonagy, P., & Target, M. (2000). Mentalization and personality disorder in children: A current perspective from the Anna Freud Centre. In T. Lubbe (Ed.), *The borderline psychotic child: A selective integration* (pp. 69-89). London: Routledge.

Fonagy, P., & Target, M. (2003). *Psychoanalytic theories: Perspectives from developmental psychopathology*. New York: Routledge. Read Chapter 12, "Fonagy and Target's Model of Mentalization," pp. 270-282.

### **Class 9: Empirical Perspectives on Object Relations Constructs**

Blatt, S. J., Auerbach, J. S., & Behrends, R. S. (2008). Changes in the representation of self and significant others in the treatment process: Links between representation, internalization, and mentalization. In A. Slade, E. Jurist, & S. Bergner (Eds.), *Mind to mind: Infant research, neuroscience, and psychoanalysis* (pp. 225-263). New York: Other Press.

Bornstein, R. F., & Masling, J. M. (1994). Introduction: From the consulting room to the laboratory: Clinical evidence, empirical evidence, and the heuristic value of object relations theory. In J. M. Masling & R. F. Bornstein (Eds.), *Empirical perspectives on object relations theory* (pp. xv-xxvi). Washington, DC: American Psychological Association.

Stricker, G., & Gooen-Piels, J. (2004). Projective assessment of object relations. In M. J. Hilsenroth & D. L. Segal (Eds.), *Handbook of psychological assessment: Vol. 2 Personality assessment* (pp. 449-465). Hoboken, NJ: Wiley.

Westen, D. (1990). Towards a revised theory of borderline object relations: Contributions of empirical research. *International Journal of Psycho-Analysis*, 71, 661-693.

Westen, D. (1991). Social cognition and object relations. *Psychological Bulletin*, 109, 429-455.

### **Class 10: Case Formulation Using Object Relations Theory**

McWilliams, N. (1999). *Psychoanalytic case formulation*. New York: Guilford. Read Chapter 8, "Assessing Relational Patterns," pp. 139-157.

Messer, S. B., & Wolitzky, D. L. (2007). The psychoanalytic approach to case formulation. In T. D. Eels (Ed.), *Handbook of psychotherapy case formulation* (2<sup>nd</sup> ed., pp. 67-104). New York: Guilford Press.

Perry, S., Cooper, A. M., & Michels, R. (1987). The psychodynamic formulation: Its purpose, structure, and clinical application. *American Journal of Psychiatry*, *144*, 543-550.

Shapiro, T. (1989). The psychodynamic formulation in child and adolescent psychiatry. *Journal of the American Academy of Child and Adolescent Psychiatry*, *28*, 675-680.

Slade, A. (1999). Attachment theory and research: Implications for the theory and practice of individual psychotherapy with adults. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 575-594). New York: Guilford.

### **Class 11: Controversies and Critiques**

Goodman, G. (2002). *The Internal world and attachment*. Hillsdale, NJ: The Analytic Press. Read Chapter 7, "Attachment Theory's View of Object Representations," pp. 102-113.

Greenberg, J. R., & Mitchell, S. A. (1983). *Object relations in psychoanalytic theory*. Cambridge, MA: Harvard University Press. Read Chapter 12, "Diagnosis and Technique: A Deeper Divergence," pp. 379-408.

Mitchell, S. A., & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books. Read Chapter 8, "Controversies in Theory," pp. 206-228.

Rustin, M. (1981). A socialist consideration of Kleinian psychoanalysis. *The New Left Review*, *131*, 71-96.

### **Class 12: New Directions**

Cushman, P. (1995). *Constructing the self, constructing America: A cultural history of psychotherapy*. Reading, MA: Addison-Wesley. Read Chapter 7, "The Road Not Taken: Harry Stack Sullivan, Melanie Klein, and the Location of the Social," pp. 159-209, and Chapter 8, "Self-Liberation Through Consumerism: Post-World War II Object Relations Theory, Self-Psychology, and the Empty Self," pp. 210-278.

Fonagy, P., & Target, M. (2003). *Psychoanalytic theories: Perspectives from developmental psychopathology*. New York: Routledge. Read Chapter 14, "Conclusions and Future Directions," pp. 302-312.

### **Class 13: Student Presentations**

**Class 14: Student Presentations****Course Requirements**

The course will be graded pass/fail. Each student will write a maximum five-page, double-spaced conceptualization of a patient applying one of the object relations models. Please use *APA Publication Manual* format. The paper is due at the beginning of Class 13. Each student will also make a 10-minute presentation of his or her conceptualization during Class 13 or Class 14. Brief group discussion will follow each presentation. Order of presentation will be alphabetical.

**Academic Competencies**

- 1) Students will be able to explain what “object relations theories” are and how they relate to the etiology, development, and expression of psychopathology as well as the underlying psychic structures (i.e., self and object representations) that contribute to psychopathology.
- 2) Students will be able to distinguish conceptually among the various object relations theories (e.g., Kleinian vs. Fairbairnian, Kernbergian vs. Kohutian).
- 3) Students will be able to provide examples of different dimensions of object relations related to various diagnostic categories (e.g., split-off object representations related to borderline personality organization).
- 4) Students will be able to identify and discuss nativist versus environmentalist object relations theories and the implications for diagnostic conceptualization and clinical work.
- 5) Students will be able to formulate their clinical cases applying object relations models in anticipation of their Clinical Competency Examinations in their third year in the program.
- 6) Students will become familiar with the empirical justification of object relations theories and the assessment of object relations and understand how object relations theories could inform their dissertation research.
- 7) Students will be able to identify and discuss new directions in contemporary object relations theories.

**Diversity**

- 1) Students will be able to understand traditionalist as well as feminist and Marxist interpretations of object relations theories.

- 2) Students will be able to use object relations theories to help account for social and cultural phenomena.
- 3) Students will be able to identify and criticize object relations theories from non-Western perspectives (e.g., individualistic vs. collectivist social/cultural perspectives).

### **Ethics**

- 1) Students will explore object relations theories with an attitude of openness, understanding, and nonjudgment.
- 2) Students will complete their class presentations honestly and independently of others.

### **Professional Development**

- 1) Students will contact me prior to class if they cannot attend or will be late.
- 2) Students will make a good-faith effort to complete the assigned readings on time and participate in class discussions.
- 3) Students will prepare their class presentations on time, applying both diligence and a viable conceptual organization.
- 4) Students will prepare creative and poignant class presentations.

### **From Clinical Psychology Doctoral Program Student Handbook 2007-2008**

The grades and definitions listed below are used in doctoral courses:

**A** work is excellent; student not only demonstrates high achievement but also superior intellectual initiative beyond the objectives of the course; superior test performance; consistent superior performance across all work and tests.”

**A-** Work is excellent; student demonstrates either high achievement (by going beyond the requisites of the course) or surpasses expectations for a student at this level; clearly demonstrates knowledge and competence beyond course requirements.

**B+** Work is very good; student demonstrates clear understanding of the material and work is generally proficient and relatively free of errors; very good test performance.

**B** Work is acceptable; student has applied requisite understanding of the material; acceptable test performance.

**B-** Work is acceptable but lacking precision or understanding of the material; below average test performance.

**F** Work is unacceptable for a graduate student; work errors greatly exceed those of the class, student has not effectively applied knowledge at this level from readings, class; poor performance on tests. Course must be repeated.

**INC** Work which, as far as it has progressed, is of B or higher quality, but is incomplete because of illness, accident, or other serious extenuating circumstances. All incompletes must be

completed before the end of the next semester or the grade will automatically be changed to an **F.**

From the *Graduate Bulletin* (2003-2005, p. 15), "Academic Irregularities": "In the case of a minor infraction that is the student's first disciplinary offense, the Dean may authorize the faculty member to dispose of the charges, limiting the maximum penalty to failure in the course....In the case of a major infraction, or in the case of repeat academic offenses, the student may be subject to suspension or expulsion from the campus."