P-761 THE SELF IN THE FAMILY
Christian Theological Seminary

Fall 2011
Wednesday, 2:15 – 5:00 pm
Class Room: 168
Office hours: By appointment

Instructor: Matthias Beier, MDiv, Ph.D
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Catalogue Course Description
The self, as developed and maintained in familial context, seen through the lens of contemporary psychoanalysis. Readings in Winnicott, Bollas, Ogden, et.al.

Purpose of the Course
The purpose of this class is to introduce students to psychoanalytic understandings of the development of the self in the context of family life and family dynamics. It invites students to explore the developing self, therefore, at the boundary of intrapsychic and systemic forces and meanings. Examining psychoanalytic literature from Winnicott, Bollas, Ogden, and recent infant research, the course will study:

* the bodily, non-linguistic shaping of interpersonal knowledge and its implications for understanding development and enactments in the clinical process;
* the role of the family environment and dyadic systems in shaping intrapsychic and interpersonal life;
* the importance of primitive hatred and hostility, and its transformation, in development;
* the felt experience of change in mother/infant interaction and its role in therapy;
* secure and insecure attachment styles in early family life and later couples formation;
* the implications of all of the above for understanding countertransference and its diagnostic and therapeutic relevance.

This is an advanced class. Students will be expected to devote considerable time to reading and understanding the material for each class session. Students will certainly be aided if they have some prior knowledge of the basic features of psychoanalytic thought.

Class Methods and Means of Assessing Student Learning
The overall teaching methodology of this course integrates didactic lectures incl. use of various media, readings, group work, group demonstrations, discursive group-led reflections, class discussion.

Course Requirements

(1) Class attendance and participation –
Class attendance is required. In case an absence from a class period is unavoidable due to illness, contact the instructor by e-mail prior to class. In case the absence is due to an emergency, contact the instructor within 24 hours of the absence. If more than two class meetings are missed, the course grade normally received will typically be reduced by one full letter grade for the third absence. Unexcused absences will reduce the final grade. According to Seminary policy, no student may receive credit for a course if she or he misses more than 25% of the class sessions.
Class participation. You are expected to have read each day’s class assignment and to show evidence of having reflected meaningfully on it. All of us have a role in teaching the class, and your contribution to that teaching is what will be assessed here. Use your voice every class to participate. (10% of your grade)

(2) Demonstrations (45 minutes each) – 30% of your grade (10% per demonstration) All students in any
presentation group will receive the same grade for any day’s demonstration. Each student group will do three
demonstrations, meaning that we will need four student groups (5 or 6 to a group). Student groups are
couraged to consult the professor during a break in a class prior to the team demonstration regarding the
content of their presentation.
Demonstrations will present how the theories and methods from that day’s reading can be used
therapeutically, how they have an impact on development, how they function in relationship, or other
phenomena specific to the day’s reading. They should, specifically, not be primarily discursive – I will have
lectured earlier in the afternoon. Some combination of visual and experiential is required in this slot. It may
not last more than 45 minutes. NOTE: The instructor may or may not choose to join you spontaneously in the
demonstration to illustrate a point!
Criteria for grading: effectiveness and creativity in demonstrating; equal involvement of all team members in
presenting the demonstration; awareness and integrated reflection of process during demonstration, and how
it may also demonstrate the day’s reading; constructive solution of group dynamics.
(3) Therapeutic and/or spiritual/theological reflections – 20% of your grade (10% per reflection). Each student
team will have responsibility for two reflections.
Each Wednesday after the first week of class there will be a reflection, 15 minutes in duration, given by a team
of 3 or 4 students. Unlike the demonstration, it is meant to be discursive, a conversation between the
members of the team, and between members of the team and the class. Students may choose between a
therapeutic and/or spiritual/theological reflection, depending on their interests. In either case, the students
will spend 15 minutes (maximum) commenting on the way the material considered that day casts light on
therapy and/or spiritual/theological dynamics, or the way therapy and/or spirituality/theology casts light on
the material, or both. It should bring the day’s material into dialogue with at least one of those bodies of
knowledge.
Criteria for grading: ability to pick up on main points in day’s readings; ability to identify how those points are
relevant to therapeutic work and/or spiritual/theological issues; equal involvement of all team members in
presenting the reflection; awareness and integrated reflection of process during reflection in view of the main
points of the readings; ability to facilitate discourse among team and among team and the class.
(4) Papers – All students will have two options amongst which to select.
Option 1: You may write three brief papers, due week 6 (Oct. 5), week 10 (Nov. 9) and week 13 (Dec. 7), in
which you consider a therapeutic or developmental process from a key theoretical point of one of the authors
read since the previous paper was due. It is to be 6-8 pages in length, 12 point type, double spaced, one inch
margins on all four sides. Because of its brevity, it should isolate a particular event or theme, either in the life
of an actual family or the process of a therapy, and demonstrate in detail how the written material allows a
fuller understanding of it. It can draw on actual therapy you’re conducting or receiving, material from
imaginative literature or biography, a person or family known to you, or material from some other
psychological account (please don’t use an author in the course to analyze a case study that author has also
written). (Each paper will count 13.33 % of your grade, for a total of 40%.)
Option 2: The second option is to write one paper, due December 7, 25-35 pages in length, that offers a more
detailed understanding of a therapeutic or developmental process from the standpoint of one of the theorists
we’ve considered in the course. This option will require you to read additional material (articles, book
chapters, secondary resources) on that author. Email the instructor with a 1-page, single spaced outline with
headings and subheadings no later than Nov. 9. Use ILL to obtain these. Due December 7. (40 % of your
grade.)
**CTS’s Use of Personal Technology in Classrooms Policy/Guideline:**
"It is expected that students will use technology (cell phones, laptop computers, ipads, etc.) during classes only for the purposes of class work. Students should, therefore, turn off or mute cell phones during classes, refrain from texting and using laptop computers during classes except for purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor."

**Class Methods**
The overall teaching methodology of this course integrates didactic lectures, video clips, class discussion, role play, handouts, exercises, small groups, readings, quizzes and exams.

**Grading Rubric**
Grades will be determined by the number of points accumulated out of a total of 100 possible points.

- **A**: 94 - 100 points
- **A-**: 90 - 93 points
- **B+**: 88 - 89 points
- **B**: 84 – 87 points
- **B-**: 80 – 83 points
- **C+**: 78 – 79 points
- **C**: 74 – 77 points
- **C-**: 70 - 73 points
- **D+**: 68 – 69 points
- **D**: 64 – 67 points
- **D-**: 60 – 63 points
- **F**: below 60 points

**Class Schedule**

**Week 1**
**Aug. 31** *Introduction to Course and One Another*

**Week 2**
**Sept. 7** *Winnicott on the Child and the Family*
*Reading*: Winnicott, *Playing and Reality*, Chs. 1-5 + Foreword by Rodiman

**Demonstration Team:**
1. ____________ 2. ____________ 3. ____________ 4. ____________ 5. ____________ 6. ____________

**Reflection Team:**
1. ____________ 2. ____________ 3. ____________ 4. ____________

**Week 3**
**Sept. 14** *Winnicott on the Child and the Family*

**Demonstration Team:**
1. ____________ 2. ____________ 3. ____________ 4. ____________ 5. ____________ 6. ____________

**Reflection Team:**
1. ____________ 2. ____________ 3. ____________ 4. ____________
Week 4  Sept.21  
**Klein and the Neo-Kleinians on the Child and the Family**

*Reading*: Klein, M. “Our Adult World and its Roots in Infancy”
Ogden, T.H., *The Primitive Edge of Experience*, Chs. 1-4

Demonstration Team:
1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Reflection Team: 1. __________ 2. __________ 3. __________ 4. __________

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**AAPC Regional Conference, Sept. 23-24, 2011, Fort Wayne. Brochure to register at:**
http://aapcmidwest.org/2011MWAAPCBrochure.doc

**SCHOLARSHIPS AVAILABLE!!!**

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Week 5  Sept. 28  
**Klein and the Neo-Kleinians on the Child and the Family**

*Reading*: Ogden, T.H., *The Primitive Edge of Experience*, Chs. 5-8

Demonstration Team:
1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Reflection Team: 1. __________ 2. __________ 3. __________ 4. __________

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Week 6  Oct. 5  
**The Shadow of the Object**

*Reading*: Freud, S., “Mourning and Melancholia”

Demonstration Team:
1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Reflection Team: 1. __________ 2. __________ 3. __________ 4. __________

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**Oct. 12 READING WEEK – NO CLASS**

Week 7  Oct. 19  
**Moods and Early Development**

*Reading*: Bollas, C., *The Shadow of the Object*, Chs.6-9

Demonstration Team:
1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Reflection Team: 1. __________ 2. __________ 3. __________ 4. __________
Week 8  Oct. 26  Issues in the Countertransference

_Reading:_ Bollas, C., _The Shadow of the Object_, Chs.10-15


Demonstration Team:

1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Reflection Team: 1. __________ 2. __________ 3. __________ 4. __________

Week 9  Nov. 2  Psychoanalytic Mother-Infant Research & Adult Treatment

_Reading:_ Beebe, B. & Lachmann, F. “The relational turn in psychoanalysis”
Beebe, B. et.al., _Forms of Intersubjectivity in Infant Research and Adult Treatment_, Intro + Chs.1-3

Demonstration Team:

1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Reflection Team: 1. __________ 2. __________ 3. __________ 4. __________

Paper # 2 Due

Week 10  Nov. 9  Psychoanalytic Mother-Infant Research & Adult Treatment

_Reading:_ Beebe, B. et.al., _Forms of Intersubjectivity in Infant Research and Adult Treatment_, Chs.4-6

Demonstration Team:

1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Reflection Team: 1. __________ 2. __________ 3. __________ 4. __________

Week 11  Nov. 16  The Self in Family Therapy

_Reading:_ Nichols, M.P. _The Self in the System_, Preface + Chs. 1-3

Demonstration Team:

1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Reflection Team: 1. __________ 2. __________ 3. __________ 4. __________

Nov. 23 THANKSGIVING BREAK – NO CLASS

Week 12  Nov. 30  The Self in Family Therapy

_Reading:_ Nichols, M.P. _The Self in the System_, Chs. 4-6

Demonstration Team:

1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Reflection Team: 1. __________ 2. __________ 3. __________ 4. __________
Week 13 Dec. 7 The Self in Family Therapy

Readings: Nichols, M.P. The Self in the System, Preface + Chs. 7-9 + Epilogue

Demonstration Team:
1. ___________ 2. ___________ 3. ___________ 4. ___________ 5. ___________ 6. ___________

Reflection Team: 1. ___________ 2. ___________ 3. ___________ 4. ___________

READING LIST

Required books are available for purchase at the CTS bookstore, with the exception currently of Nichols’ The Self in the System which is presently being converted into a print-on-demand format and will be available new in October at the earliest. Those who have not yet obtained the Nichols book, can order currently available copies online. Articles and book chapters will be posted on the course web page on InsideCTS in the section Course Documents and placed on library reserve.

Required Readings:

Books:

Book Chapters & Journal Articles: