

Ambedkar University Delhi

Course Outline

Winter Semester (January- May 2018)

School: Human Studies

Programme with title: M.Phil Psychoanalytic Psychotherapy

Semester to which offered: (I/ III/ V) II semester

Course Title: Preparing to work in the Community: Reflections from Psychoanalysis and Psychotherapy

Credits: 2 Credits

Course Code (new):

Course Code (old):

Type of Course: Compulsory yes Cohort M.Phil Psychoanalytic Psychotherapy

For SUS only (Mark an X for as many as appropriate):

1. Foundation (Compulsory)
2. Foundation (Elective)
3. Discipline (Compulsory) X
4. Discipline (Elective)
5. Elective

Course Coordinator and Team: Shifa Haq

Email of course coordinator: shifahaq@aud.ac.in

Pre-requisites:

Aim:

While the idea that psychoanalysis flourishes in the private practice model is well known, it is equally true that this tradition of work has a lesser known but very important history- one in which it has made significant contributions to the underprivileged in society and human lives at

the margins. In fact, it may be correct to say that psychoanalysis is a unique form of thinking about human experience from the vantage position of dream, fantasy and unconscious processes. Its contributions thus are not limited to the life of an individual but equally so to the neglected, repressed and forgotten in cultures, society and displaced units of modern life and its globalising processes. The aim will be to relook at the history and struggle of psychoanalysis and psychoanalytic psychotherapy to engage with social processes and experiential phenomena likely to be missed out and neglected. The primary objective of this course would be to introduce students to think about communities and marginal spaces in society through an experience-near lens so that they can begin to initiate authentic contact in field sites and sustain work of benefit to the community, even as they open themselves to be touched and transformed through this journey.

Brief description of modules/ Main modules:

The course will include the following modules:

1. History of psychotherapy and psychoanalysis from a European/North American Perspective. Of relevance will be an examination of how mental health practitioners have avoided looking at questions of race, class and gender.
2. Perspectives from Asia and Latin America- struggles of psychotherapists to engage with the lives of ordinary people will be foregrounded; Students will be acquainted with the perspective of liberation psychology and the mode of dialoguing as a way of reaching neglected forms of experience.
- 3, Re-examining the frame: When the frame does not fit the picture.

In this unit, students will be made to critically reflect on the rigid assumptions of psychotherapy and the discordant tune it sets when the private practice model remains alienating to millions of lives. The attempt here would be to take psychoanalysis outside into the community and to review the assumptions which function as resistances in the model itself.

4. Money, Globalization, and Mental Health:

Once again the course instructor and the students will open themselves to ask uncomfortable questions which have so far been naturalised and essentialized in the teaching as practice of psychotherapy- especially of a psychoanalytic nature.

5. Community-based Clinical Work:

Students would be encouraged to think of possibilities of community based work. They will simultaneously start visiting sites where future work is to be sustained. This would be linked with one and a half year long community based mental health work in one or two NGOs or in some other community based setting. It should be expected that dealing with obstacles and resistance, internal and external, to organizing and carrying out the clinical work itself will be an inherent part of the journey.

References:

- Langer, M. (1989) *From Vienna to Managua: Journey of a Psychoanalyst*. London: Free Association Books.
- Kakar, S. (1982) *Shamans, Mystics, and Doctors*. Chicago, IL: University of Chicago Press.
- Menzies, I. E.P.(1975) A case study in the functioning of social systems as a defense against anxiety. In: A.D. Colman and W.H. Bexton (Eds.) *Group Relations Reader I* (pp. 281-312) Jupiter, FL: A.K. Rice Institute.
- Lipton, S. D. (1977) The advantages of Freud's technique as shown in his analysis of the Rat Man. *International Journal of Psychoanalysis* 58: 255-273.
- Bass, A. (2007) When the frame doesn't fit the picture. *Psychoanalytic Dialogues: The International Journal of Relational Perspectives* 17: 1-28.
- Altman, N. (2015) *Psychoanalysis in times of accelerating change: From spirit possession to globalisation*. London and New York: Routledge.
- Watkins, M. & Shulman, M. (2008) *Toward Psychologies of Liberation*. Hampshire, U.K.: Palgrave-MacMillan.
- Altman, N. (2013) Psychoanalysis in and out of the office. *Psychoanalysis, Culture, and Society*. 18: 128-139.
- Sprince, J. (2000) Towards an integrated network. *Journal of Child Psychotherapy* 26:3 413-431.
- Sprince, J. (2002) Developing containment: psychoanalytic consultancy to a therapeutic community for traumatized children. *Journal of Child Psychotherapy*. 28 (2) 147-161.
- Kraemer, S. & Steinberg, Z. (2006) Its rarely cold in the NICU: the permeability of psychic space. *Psychoanalytic Dialogues* 16: 165-180.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class Participation and attendance	Ongoing	20%
2	Class presentation	Ongoing	40%
3	Written submission	End of February	40%