# Dynamic Psychology

# Prof. Osmano Oasi; Prof. Antonia Sorge

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to provide basic knowledge on both the elements characterising Dynamic Psychology as a specific area of psychology, and on defining the way to conceive the mental functioning of this discipline.

At the end of the course, students will possess sufficient knowledge to orient themselves among the complex facets of Dynamic Psychology and the main nosographic groupings it proposes, considering in particular the psychoanalytic approach. In addition to enhancing their ability to understand the concepts underlying mental function, students will also have the opportunity to focus and reflect on some important methods of the discipline's application through reference to Freud's clinical cases.

***COURSE CONTENT***

In general, the programme will show the formation of Dynamic Psychology in its multiple plots and articulations. Particular attention will be given to the theoretical-clinical perspective offered by psychoanalysis: from the pre-Freudian authors to Freud, up to the so-called pioneers.

In detail, the course will be divided into the following modules:

MODULE 1.

Unit 1. Presentation of the basic concepts of the discipline and its specificity with respect to them: *motivation, actualising tendency, conflict, mental space, clinical and metapsychology*.

Unit 2.  Presentation of the basic elements of the diagnostic and nosographic area from a psychodynamic perspective: *signs and symptoms, defence mechanisms, normality and pathology, personality organisation.*

MODULE 2.

Unit 1. Presentation of pre-Freudian conceptions regarding psychic distress: the concept of illness and treatment. Outlines of the *first dynamic psychiatry* and the *new dynamic psychiatry* as preparatory movements for the advent of psychoanalysis.

MODULE 3.

Unit 1. Sigmund Freud: introduction to his life and works.

Unit 2. The initial phase. 1886 - 1899. From the report on Charcot to the *Traumdeutung*.

Unit 3. The middle phase. 1899 - 1920. From the *Traumdeutung* to *Beyond the Pleasure Principle*.

Unit 4. The final phase. 1920 - 1939. From *Beyond the Pleasure Principle* to the *Compendium of Psychoanalysis.*

These four learning units will be "supported" by extensive references to the *Introductory Lectures to Psychoanalysis* - both the 28 of the first series of 1915-1917, and the 7 of the second series of 1932 - and by precise links to clinical cases written by the father of psychoanalysis and reported in the manual being used.

MODULE 4.

Unit 1. Presentation of Freud's first pupils and, in particular, of those who remained, albeit with important distinctions, closest to his thought (Abraham, Ferenczi and Rank).

Unit 2. Presentation of Freud's first pupils and, in particular, of those who proposed their own model of the mind and gave rise to a lively debate within the psychoanalytic movement (Reich, Groddeck and Jung).

MODULE 5.

Unit 1. Notes on current developments within the psychodynamic perspective.

***READING LIST***

S. Freud, *Introduzione alla psicoanalisi (first series) (1915-1917),* in “Opere”, vols. 1-12, Turin, Boringhieri, 1967-1980, vol. 8 (All 28 lessons)[[1]](#footnote-1).

S. Freud, *Introduzione alla psicoanalisi (second series) (1932),* in “Opere”, vols. 1-12, Turin, Boringhieri, 1967-1980, vol. 11 (All 7 lessons)1.

O. Oasi, *Psicologia dinamica. Dalle origini a Sigmund Freud*, Edra, Milano, 2022.

O.Oasi, D.Cavagna, S.Paolicelli, *L’eredità di Freud. Percorsi di sviluppo in psicologia dinamica*, Edra, Milano, 2021.

***TEACHING METHOD***

Classroom lessons (frontal teaching) will alternate with specific practical exercises (experiential teaching). The practical exercises will run alongside the course and will seek to explore in depth, in a seminar-based and practical way, some of the main issues addressed in class.

***ASSESSMENT METHOD AND CRITERIA***

An oral interview covering the entire course programme. Students will be assessed on the type of answers (from a basic knowledge of the topic sufficient to pass [18/30], through to a progressive skill in in-depth study, content accuracy, terminological precision, argumentative ability and the identification of conceptual links) they give to the questions - from a minimum of three to a maximum of five - posed by the commission.

***NOTES AND PREREQUISITES***

The course does not have any particular prerequisites regarding the content covered, but an intellectual interest and curiosity in the topics covered during the course is assumed. Gradual assimilation of the concepts, supported, if possible, by attendance at lectures and tutorials, is recommended.

Further information can be found on the lecturers’ webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.

1. A cheaper edition of the two series of introductory lectures to Freud's psychoanalysis in a single volume, is available from the Bollati Boringhieri publisher. It should be noted that, both in reference to the 35 lectures on Freud and to the appendices included in the text *L’eredità di Freud. Percorsi di sviluppo in psicologia dinamica*, students are expected to have knowledge acquired from careful reading and not just from in-depth study. [↑](#footnote-ref-1)