Philosophy & Psychoanalytic Theory

7.1 Module Overview

Module Number		Module Title	Philosophy and Psychoanalytic Theory					
Stage of Principal Programme			3	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2					

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: • Independent reading, engagement with VLE, research and preparation of assessments	✓	101
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Philosophy or closely cognate area	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Have understood the key issues within Psychoanalytic thinking and their roles in the development of the ideas of key thinkers.	**1, 2, 3, 4**
2. Be able to understand the overall historical development of the field of study of both disciplines in the discussed time period.	**1, 2, 3, 4, 5**

3.	Have learned to identify the central concepts that are common to the individual thinkers on the course.	**1-8**
4.	Be able to identify the key areas of divergence and convergence within the respective disciplines.	**1- 8**
5.	Be able to philosophically reflect on the key theoretical underpinnings of Psychoanalytic thought.	**1- 8**

7.3   Indicative Module Content, Organisation and Structure

This stage three module engages the learner in a close reading of two of the central tenets of Freudian Psychoanalytic Theory and a detailed and considered critical engagement from the existential-phenomenological perspective. The module pays significant attention to the concept of the Unconscious and the Dream Theory and asks the learner to consider a philosophically based alternative to Freud based in existentialism and phenomenology. The themes of equality and inclusion are addressed as the learner encounters the principles of psychoanalysis and philosophically based psychotherapy.

Below is an indicative structure of the module content:
- Topic 1: Contexts and Contributions
- Topic 2: The Unconscious? Really?
- Sartre's Refutation of the Freudian Unconscious and Medard Boss' Daseinsanalysis, Hiddenness and Concealment
- Topic 3: What's 'in' a dream? The Daseinsanalytical approach to the concept of Dreams
- Topic 4: Logotherapy and Existential Analysis: The Viktor Frankl approach.

The structure of the module allows the learner to engage with some of the key themes of psychoanalytic theory through the aspect of philosophical critiques and engagements with the underlying theoretical assumptions that underpin those concepts. In the process the learner is introduced to counter conceptions from the existential-phenomenological framework that posits a thinking-through of the psychotherapeutic enterprise.

7.4   Work-based learning and practice-placement *(if applicable)*

N/A

7.5   Specific module resources required *(if applicable)*

N/A

7.6   Application of programme teaching, learning and assessment strategies to this module

The content of the module is delivered through the format of lectures. The lecturer focuses on the delivery of material through critical analysis and dialogue, drawing out the implications of central ideas and through text, video, PowerPoint, and dedicated Q&A end of lecture sessions. In line with the principles of UDL, all material relevant to the learner will be available at the appropriate time on the Moodle module page. The final essay assessment will offer the learner the opportunity to demonstrate learning across the module both in terms of individual thinkers and also overall themes.

7.7   Summative Assessment Strategy for this module

MIMLOs	*Technique(s)*	*Weighting*
1-5	Major essay: This major essay title will ask the learner convey their understanding of the overall theme(s) of the module. The essay title will be	**90%**

	constructed in such a manner that allows the learner to indicate their understanding of individual thinkers within the overall theme(s) of the module material	
N/A	Attendance	**10%**

7.8   Sample Assessment Materials

Sample essay title:

The Daseinsanalytical approach to dreams as outlined by Medard Boss significantly differs from the Freudian understanding. Critically assess the divergence of thinking on this issue and how it has its roots in the phenomenological-existential critique of the Freudian notion of 'the Unconscious'. Word count: 2,000-2,500 words.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9   Indicative reading lists and other information resources

Indicative Core Reading:

Abraham, Nicolas, Maria Torok, and Nicholas T. Rand, *The Shell and the Kernel: Renewals of Psychoanalysis* (Chicago: University of Chicago Press, 1994).

Boss, Medard, *"I Dreamt Last Night ...": A New Approach to the Revelations of Dreaming-and Its Uses in Psychotherapy* (New York: Gardner Press, 1977).

Boss, Medard, *Psychoanalysis and Daseinsanalysis* (New York: Basic Books, 1963).

Derrida, Jacques, *Resistances of Psychoanalysis* (Stanford: Stanford University Press, 1998).

Heidegger, Martin and Medard Boss, *Zollikon Seminars: Protocols, Conversations, Letters* (Evanston, Ill: Northwestern University Press, 2001).

Holmes, Jeremy and Anthony Bateman, *Introduction to Psychoanalysis: Contemporary Theory and Practice* (London: Routledge, 2010).

Lacan, Jacques, and Bruce Fink, *Ecrits: The First Complete Edition in English* (New York: W.W. Norton and Co, 2006).

Laplanche, Jean, and J. B. Pontalis, *The Language of Psycho-Analysis* (New York: Norton, 1974).

Sartre, Jean P., *Existential Psychoanalysis* (New York: Philosophical Library, 1953).

Sartre, Jean-Paul, and Hazel E. Barnes, *Being and Nothingness: An Essay in Phenomenological Ontology* (New York: Citadel Press, 2001).

St. Clair, Michael, *Object Relations and Self Psychology: An Introduction* (New York: Brooks Cole, 2003).