

1st semester  
2024-2025

# STUDENT GUIDE



SIGMUND FREUD  
UNIVERSITY  
PARIS



# OUR PRINCIPLES

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- BACHELOR program: Courses covering all fields of psychology and psychotherapy.
- MASTER program: Specialization in "Clinical Psychology and Psychotherapy: Psychoanalysis, Psychopathology, Transcultural Psychotherapy."
- Completion of two theses: one at the end of the Bachelor's (Licensure) and one at the end of the Master's.

Courses in small groups and personalized support.

INTERNSHIPS: 350 hours of mandatory internships during the Bachelor's program and 500 hours during the Master's program.

# BACHELOR

## GENERAL DESCRIPTION

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**BACHELOR**

Psychology

**Duration**

6 Semesters

**Hourly volume**

1512 h

**ECTS credits**

ECTS 180

**Modules**

**Module A** : Clinical psychology

**Module B** : Principles of Psychology

**Module C** : Principles of Medicine

**Module D** : Practices

**Module E** : Research Methods

**Module F** : Practical Psychotherapeutic Applications

**Module G** : Dissertation and final examination

# General Description

## MODULE A: Clinical Psychology and Psychopathology

The multidimensional approach of this module includes cultural and historical aspects of clinical psychology, elements of reflection, practical applications of scientific work, and links between theory and practice. Students will acquire knowledge of the foundations of clinical psychology, as well as the history and theoretical development of the schools of psychotherapy. They will gain an insight into their future profession, as well as into the scientific nature of the university course of their choice. Particular emphasis will be placed on courses that teach students that mental illness and clinical psychology are embedded in a cultural matrix, as well as on the theoretical and practical sides of clinical psychology. Students will gain practical experience at an early stage on placement sites, and will have the opportunity to reflect on the experience gained during integration seminars.

Thanks to the diversity of teaching methods, students will be able to integrate the knowledge acquired in this module. They also acquire social skills, as they learn not only in a teacher-centered context, but also in tutorials and integration seminars where group work plays a crucial role.

## MODULE B: Principles of psychology

This module presents the different scientific bases of all areas of psychology: general psychology, differential psychology, social psychology, work psychology, developmental psychology, cognitive psychology, as well as the practical skills to be acquired in psychological diagnosis.

## MODULE C: Principles of Biology

This is an introduction to medical terminology, basic neuroscience and first aid. In addition, students will study psychiatry, psychosomatics, child and adolescent psychiatry, psychopharmacology and therapeutic pedagogy. They will acquire a basic understanding of the application and efficacy of psychotherapeutic drugs.

## **MODULE D: Practice**

This module focuses primarily on practical experience, which must be acquired in health and social service establishments. In addition, courses on psychology ethics and deontology will be taught, while psychosocial forms of intervention and crisis intervention form the theoretical basis for exploring the practical field. Integration and personal development seminars are courses that contribute to the self-examination and documentation of practical experience that is essential for clinical psychologists.

Through practice, reflection and personal development, students improve their skills in psychotherapeutic and clinical approaches, forms of intervention in different social contexts and psychological crisis management. In this way, students will acquire the skills essential to the practice of psychology.

## **MODULE E: Methods and Tools**

Students will acquire knowledge of the fundamental principles of research science and methodology, statistical data analysis, quantitative methodology and various forms of qualitative interpretation.

In this module, students will learn to:

- (1) reflect the basic principles of science and research methodology at a general level and apply them at a practical level. More specifically, they will learn how to formulate relevant research questions, select the appropriate approach, collect data, apply methods of data analysis, etc.;
- (2) apply both statistical data analysis and quantitative methodology, as well as various forms of qualitative interpretation in particular cases, consistent with the research question and its design, etc.; and
- (3) present results in the form of scientific articles.

## **MODULE F: Practical Psychotherapeutic Applications**

This module will cover the fundamental principles of socio-psychiatric care. Students will gain knowledge in the areas of healthcare systems, socio-psychiatric care, and health economics. Related topics, such as the foundations of sexuality and concepts of group dynamics, will also be introduced.

Students will acquire two sets of skills in this module:

On the one hand, they will learn the general principles of the healthcare system, and on the other hand, they will develop the ability to apply the theoretical foundations they have acquired, specific to a particular school of psychotherapy.

The diversity of teaching methods (lectures, tutorials, seminars, and integration seminars) will enable students, at first, to apply their theoretical knowledge in practice.

## **MODULE G: Thesis and Final Examination**

By writing the thesis required for the Bachelor's degree, students demonstrate that they have mastered the practical and theoretical skills necessary for the independent development and methodological resolution of a scientific research question acquired in Modules A to F. During the final oral examination, in addition to presenting their Bachelor's thesis, students will have the opportunity to showcase their knowledge and skills through a discussion with the jury on a selected area of clinical psychology.

# BACHELOR 1

## 1ST SEMESTER

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# BACHELOR

## GENERAL DESCRIPTION

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### MODULE A

#### Clinical Psychology

ASSOUN, Marcela

B1S1 (A1) Introduction to Clinical Psychology I

Hourly volume : 24H

#### Assessment method :

1st and 2nd Session: Paper

#### Objectives and content:

#### Objectives

- Establish the specificity of the symptom in psychoanalysis based on a new epistemological approach used by Freud and revealed in the clinic of hysteria.
- Identify the different symptomatic manifestations.
- Clarify the structural continuity between the symptom and the formations of the unconscious (dreams, parapraxes, witticisms).
- Establish the differences in the types of satisfaction that contribute to the persistence of the symptom.

#### Content

- The symptom as a pillar of psychopathology: from psychiatry to psychoanalysis The unconscious functions of the symptom and the drive conflict
- Articulation between symptom and fundamental psychoanalytic rule (free association)
- The symptom as jouissance for Freud: "primary benefit" and "secondary benefit".
- Beyond the sexual meaning of the symptom and the need for punishment.

#### Skills developed:

Master a psychopathological concept to guide clinical practice.



# BACHELOR

## GENERAL DESCRIPTION

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### References:

FREUD S., (1894). Neurosis, psychosis and perversion, Les psychonévroses de défense, PUF.

FREUD S., Nouvelles considérations sur les psychonévroses de défense or Freud S. (1896 b), Nouvelles remarques sur les psychonévroses de défense, Névrose, psychose et perversion, tr. fr. J. Laplanche, Paris, PUF.

FREUD S., & BREUER J., (1956). Études sur l'hystérie (1895) Translated from the German by Anne Berman. Paris : PUF.

FREUD S. , (1917). Leçons d'introduction à la psychanalyse Paris, PUF.

FREUD S., (2011). "Inhibition, symptom and anxiety", in Inhibition, symptom and anxiety. translated from the German by Doron Joël, Presses Universitaires de France,

"Quadriges", pp. 3-68. Sections I, II, III, IV.

# BACHELOR

## GENERAL DESCRIPTION

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ESCRIBANO, Georges

B1S1 (A2) History and technical references of psychotherapy schools | Time

Hourly Volume : 24H

**Assessment method :**

1ère et 2ème Session : Written exam

**Objectives and content:**

**Objective**

Raising awareness the students to techniques at various models of psychotherapy.

**Content**

Introduction :

- Observation and diagnosis
- Individual and group psychotherapy
- The main schools of psychotherapy (theories and techniques)
- Transactional Analysis
- Psychoanalysis
- Systemics
- Gestalt
- CBTs

**Skills developed:**

Develop the student's ability to observe and reflect on different models of clinical intervention.

# BACHELOR

## GENERAL DESCRIPTION

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### References:

- H. Cauchat " L'enquête en Psychosociologie " Ed. PUF  
G.Escribano " A.T. et Psychologie Clinique " Paris 2000 Ed. PSN  
F. Dolto "Psychanalyse et pédiatrie" Paris Seuil 1971  
A.Yatchinovsky "L'approche systémique" Paris ESF Sciences Humaines 2020  
M. Périou, "Découvrir la Gestalt Thérapie" Paris Eyrolles 2018  
J. Cottraux "Les psychothérapies cognitives et comportementales" Paris Elsevier  
Masson  
Thurin, J.M., "Evaluer les psychothérapies" Ed. Dunod

# BACHELOR

## GENERAL DESCRIPTION

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SOLAL, Elie

BIS1 (A3) Introduction to Psychopathology I

Hourly volume : 24H

### Assessment method :

1ère et 2ème Session : Final exam and paper

### Objectives and content:

#### Objectives

Awareness of Freudian metapsychology. Apprehension of fundamental concepts enabling a theoretical-clinical articulation, focusing on neurotic functioning.

#### Content

- Presentation of two of Freud's works: The Rat Man and Studies in Hysteria.
- Introduction to the two topics, the stages of development and the concepts of structures and defense mechanisms.

#### Skills developed :

Understand how obsessional and hysterical neuroses work. Begin to understand the intrapsychic conflict-symptom dialectic.

#### References:

Freud, S (1909). Remarque sur un cas de névrose obsessionnelle (L'Homme aux rats) (Essays Payot). France: Payot.

Freud, S, Breuer, J (1895). Studies on hysteria (PUF). France: PUF.

Fenichel, O (1953). La théorie psychanalytique des névroses (PUF., vol. I & II). France: PUF.

Quinodoz, JM (2004). Lire Freud (PUF). France: PUF

Laplanche, J. Pontalis, JP (1967). Vocabulaire de la psychanalyse (PUF). France: PUF.

Chabert, C. Verdon, B (2008). Clinical psychology and psychopathology (PUF). France : PUF

# BACHELOR

## GENERAL DESCRIPTION

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### MODULE B

#### Principles of Psychology

GRUCA, Philippe  
B1S1 (B1) General psychology I  
Hourly volume : 24H

**Assessment method :**  
Final exam

**Objectives and content:**

#### Objectives

An introduction to the history of psychology, based on an archaeological and epistemological analysis of some of the discipline's major themes.

#### Content

**The course covers the following topics**

- The major paradigms of psychology stemming from the philosophical tradition of the 17th to 19th centuries: empiricism and rationalism
- Scientific scientific of the psychology in the knowledge of
- The phenomenon of consciousness, and its Husserlian critique
- The anthro-historical constitution of the notion of the person and the status of emotions
- The mind-body connection: from Greek thought to contemporary models

#### Skills developed:

- Ability to put contemporary psychological knowledge into historical and epistemological perspective.
- Ability to analyze theoretical and clinical documents from the history of psychology

# BACHELOR

## GENERAL DESCRIPTION

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### References:

Françoise Parot & Marc Richelle, Introduction à la psychologie. Histoire et méthodes, Paris, PUF, 2010.

Emile Jalley, Critique de la raison en psychologie. La psychologie scientifique est-elle une science, Paris, L'Harmattan, 2007.

Jaan Valsiner, A Guided Science. History of Psychology in the Mirror of Its Making, London Routledge, 2012.

# BACHELOR

## GENERAL DESCRIPTION

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DE ALCANTARA, Edson  
BS1 (B2) Differential psychology  
Hourly volume : 24H

**Assessment method :**

Case study presentation

**Objectives and content:**

**Objectives**

The integration of Differential Psychology so that students understand the model and its applications.

**Content**

- - Differential Psychology;
- - Origins ;
- - Methods ;
- - Intelligence;
- - Personality;
- - The origin of individual differences ;
- - Intergroup variability ;
- - Developments ;
- - Applications.

**Skills developed:**

The aim is to help the student develop skills and understanding of the different methods used by Differential Psychology.

# BACHELOR

## GENERAL DESCRIPTION

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MERAND, Margaux

BS1 (B3) Psychological diagnosis : The work of the psychologist: different professions and fields of practice

Hourly volume : 12H

**Assessment method :**

Paper and written exam

**Objectives and content:**

**Objectives**

- Know and historicize a diagnosis.
- Understanding and spot the appearance of an CAT : pre-morbidity of personality; predisposing factors & triggers.
- Understand/define the quantitative & qualitative variations between mental health and illness.

**Content**

- Conditions historical and social of emergence of medical diagnosis of anorexia.
- The problem of retroactive diagnosis: the socio-historical question of anorexic "saints" (continuists vs. discontinuists).
- Semiology of anorexia nervosa; complementary etiological models & analysis of anorexia nervosa in a contemporary sociocultural context.
- The transition from health to illness and from illness to health: what markers and what variations?

**Skills developed:**

Understanding mental disorders contextually; Spotting signs of onset of illness;

Handling the transition from theory to the variety of individual cases.



# BACHELOR

## GENERAL DESCRIPTION

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### References:

BELL, R. M., *Holy Anorexia*; Chicago and London, The University of Chicago Press, 1985.

BRUMBERG, J.J., *Fasting girls. The History of Anorexia Nervosa*; Harvard University Press, Cambridge, 1988. We refer here to the pages of the paperback edition, Penguin, 1989.

DARMON, M., *Devenir anorexique. Une approche sociologique*, La Découverte, coll. " Poche ", n° 270, 2008, 350 p. (reprint of the work published in the *Textes à l'appui/Laboratoire des sciences sociales* collection in 2003).

MAÎTRE, J., *Anorexies religieuses et anorexie mentale, Essai de psychanalyse sociohistorique, de Marie de l'Incarnation à Simone Weil*, Paris, Ed. du Cerf, coll. "Sciences humaines et religions", 2000.

EHRENBERG, A., *La fatigue d'être soi, Dépression et société*, Paris, Odile Jacob, 2000 [1998].

ELIAS, N., *The Society of Individuals [Die Gesellschaft der Individuen]*, trans. Jeanne

Étoré, Paris, Coll. Pocket Agora, Editions Fayard, 1997 [1987].

# BACHELOR

## GENERAL DESCRIPTION

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### MODULE C

#### PRINCIPLES OF MEDICINE

MALANDAIN, Léo  
BIS1 (C1) Introduction to medical terminology  
Hourly volume : 18H

**Assessment method :**  
Written exam and study case

#### **Objectives and content :**

##### **Objectives**

Learn the psychiatric semiology of the major mental pathologies. Semiological courses, case studies and critical reading of scientific articles.

##### **Content**

The psychiatric interview  
Referral to emergency services and psychiatrists  
Psychiatric classification system

##### **Skills developed :**

Semiological analysis of pre-morbid states of personality disorders and clinical anxiety disorders  
Diagnostic scales  
Critical reading of scientific articles

##### **References :**

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>  
College national of academics in psychiatry Association for the teaching of psychiatric semiology . Référentiel de Psychiatrie . 3rd Edition.2021.  
<http://www.asso-asp.fr/wp-content/uploads/2023/01/Referentiel-psychiatrie-addictologie-2021.pdf>

# BACHELOR

## GENERAL DESCRIPTION

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MALANDAIN, Léo

L1S1 (C2) Psychiatry I

Hourly volume : 24H

### Assessment method :

Written exam and case study

### Objectives and content :

#### Objectives

Learn the psychiatric semiology of the major mental pathologies. Semiological courses, case studies and critical reading of scientific articles.

#### Content

Mood disorders

Psychotic disorders

Physiological personalities and personality disorders

Anxiety disorders

Introduction to drug and physical therapies

### Skills developed :

Semiological analysis of pre-morbid states of personality disorders and clinical anxiety disorders

Passing diagnostic scales Critical reading of scientific articles

### References :

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

College national of academics in psychiatry Association for the teaching of psychiatric semiology . Référentiel de Psychiatrie . 3rd

Edition.2021.<http://www.asso-aesp.fr/wp>

content/uploads/2023/01/Referentiel-psychiatrie-addictologie-2021.pdf

# BACHELOR

## GENERAL DESCRIPTION

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MEGALAKAKI, Olga

B1S1 (C2) Fundamental principles of neuroscience

Hourly volume : 18H

### Assessment method :

Paper

### Objectives and content:

#### Objectives

A better understanding of brain function at all levels. From molecular mechanisms to neuronal networks and the organ as a whole.

#### Content

Overview of how memory works. The dualist position of memory and the arguments in its favor. The different information storage systems and their characteristics: the sensory information register, short-term memory and longterm memory. Direct and indirect methods for studying memory. Description of certain models of memory function. Memory pathologies.

#### Skills developed:

Know how to mobilize the concepts learned during the course, in relation to the different memory stocks, their specific features and their dysfunction.

#### References:

Baddeley, A. (1992). *La Mémoire Humaine, Théorie et Pratique*. Grenoble: P.U.G

Nicolas, S. (2000). *La Mémoire Humaine. Une perspective Fonctionnaliste*. Paris : L'Harmattan

Tiberghien, G. (1997). *La Mémoire Oubliée*. Liège, Belgium: Mardaga.

# BACHELOR

## GENERAL DESCRIPTION

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### MODULE D

#### Practice

Audrey BOTBOL, Elsa FRICOT et Pascal ACKLIN

B1S1 (D3) INTEGRATION I

Hourly volume : 18H

#### Assessment method :

Paper

#### Objectives and content:

##### Objectives

Suggest that students assimilate theory by experimenting with their personal experience and the emotions they feel during class.

##### Content

What are the questions, comments, and shares you might have after the theory lessons you've received over the past few days?

**Comments on the text by C. Gustav Jung** "You can learn a lot about psychology from books, but you'll soon discover that psychology is of little use in practice. Anyone charged with dealing with the problems of the soul should possess a certain wisdom of life, based not only on words but above all on experience. Psychology as I understand it is not just a quantum of knowledge, it is also a knowledge of life. If such knowledge can be inculcated at all, it can only be based on a personal experience of the human soul, and this experience can only be acquired through personal, i.e. individual, rather than collective teaching. In India, it has long been customary for every educated person to have a guru, a spiritual guide who teaches them, and them alone, what they need to know. Not everyone needs to know the same thing, and the knowledge in question can never be passed on to everyone in the same way.

# BACHELOR

## GENERAL DESCRIPTION

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This is what is lacking in our universities: the relationship between student and teacher. And it's also what should be available to all those who, like you, wish to train in psychology. Anyone who feels a vocation to guide souls should first let themselves be guided by their own soul, in order to learn what it means to encounter the human soul. Knowing the dark side of your own soul is the best preparation for knowing how to deal with the dark side of other souls. Simply studying books won't do you much good, although it's also indispensable. What will help you most is to penetrate personally into the secret of human souls. Without this, everything will always be just ingenious intellectual artifice, empty words and hollow speeches. Perhaps you'll try to understand what I mean in my books; if you have a good friend, try to see what's behind his facade so you can discover yourself. That would be a good start.

### **Skills developed:**

Integrative experiments in psychological and psychoanalytical theories.

### **References:**

Jung C.G. Correspondance, 1941-1949 Volume 2

# BACHELOR

## GENERAL DESCRIPTION

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HIRSCH, Annette  
B1S1 (D4) ENGLISH  
Hourly volume : 24H

### Assessment method :

Final written exam

### Objectives and content:

#### Objectives

Improve knowledge in the areas of :

##### 1. Grammar

Review of basic English grammar (e.g. present simple, past simple present perfect etc.).

##### 2. Freudian theories

Introduction to basic Freudian theories (e.g. different stages of personal development, oral anal, etc. Defence mechanisms)

##### 3. Jungian theories

Introduction to basic Jungian theories (e.g. archetypes, synchronicity, collective unconscious)

#### Content

##### 1. Grammar

English grammar exercises to complete and correct during the course

##### 2. Freudian & Jungian theories

Preparation of documentation on Freud and Jung to be read aloud during the course. Correction of pronunciation and general understanding of the text.

##### 3. Videos

If time allows, watch a film related to the subject previously studied during the course.

### Skills developed:

Learning a foreign language (English) in the field of psychology, focusing on technical vocabulary relating to Freudian and Jungian theories.

# BACHELOR

## GENERAL DESCRIPTION

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**References:**

MURPHY Raymond English Grammar in Use Cambridge Fourth Edition

STEVEN Anthony A Short Introduction to Freud and Jung Oxford



# BACHELOR

## GENERAL DESCRIPTION

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COGNET, Anna

BIS1 (D5) Methodology of University Work

Hourly volume : 24H

### **Assessment method :**

Paper and oral presentations

### **Objectives and content:**

#### **Objectives**

Familiarization with university work methods.

#### **Content:**

Spelling/grammar refresher => exercises.

Familiarization with documentary research => choice of an article on one of the psychology research databases.

Reading articles and exercises on APA standards => learning Excell in parallel.

Writing an annotated summary of the article => learning Word in parallel.

Preparing an oral presentation of your work => learning PowerPoint at the same time.

Oral presentation.

#### **Skills developed:**

The aim of this course is to develop the skills needed to read and analyze scientific texts in psychology, as well as to write scientifically, and to discover computer tools and their various functions (Office/Apple/OpenOffice pack).

Work in pairs.

#### **References :**

American Psychological Association (2010). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: Author.

# BACHELOR 2

## 3RD SEMESTER

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# BACHELOR

## GENERAL DESCRIPTION

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### MODULE A

### Clinical psychology

SEDILLOT, Carole

B2S3 [A1] History and technical references of the schools of psychotherapy III (Jungian orientation)

Hourly volume : 24H

#### Assessment method :

Paper

#### Objectives and content:

##### Objectives

Become familiar with the terms of Jung's thought and psychology. Data integration.

##### Content

Jung, his life as bearer and support of his work.

Revision and deepening of Jungian concepts.

Setting these concepts in motion in the evolutionary process. as well as in the functioning of the psyche.

In search of unity: the conjunction of opposites. Many practical and creative exercises.

#### Skills developed:

Adaptability and openness to "difference" and "doing things differently".

The ability and curiosity to integrate a new language.

Breaking down and freeing ourselves from preconceptions.

#### References:

- Jung Carl Gustav, (1991), "Ma vie, souvenirs, rêves et pensées", Paris, Folio
- Agnel Aimé, (2005), "Le vocabulaire de C.G. Jung", Paris, Ellipses
- Thibaudier Viviane, (2013), "100% Jung", Paris, Eyrolles
- Sédillot Carole, (2003), "ABC de la psychologie jungienne" Paris, Grancher

# BACHELOR

## GENERAL DESCRIPTION

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- Sédillot Carole, (2019), "Jung, explorateur de l'esprit", Paris, Dervy
- Frieda Fordham, (1979), "Introduction à la psychologie de Jung" Paris, Imago
- Christian Gaillard, (1995), "Jung", Paris PUF
- C. G. Jung, (1993), "Psychology of the Unconscious, Georg
- Freud Sigmund-Jung Carl Gustav, (1975), "Correspondance II, 1910-1914", Paris, Gallimard
- Miguel Rojo Sierra, (1995), Introduction à la lecture de Jung, Geneva, Georg.
- Frédéric Lenoir, (2021) Jung, un voyage vers soi, Paris, Albin Michel.
- Jean Chevalier and Alain Gheerbrant, (1982), Dictionnaire des symboles, Paris, Robert Laffont/Jupiter

# BACHELOR

## GENERAL DESCRIPTION

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ASSOUN Marcela

BS3 (A2) Introduction to clinical psychology III

Hourly volume : 24H

**Assessment method :**

Paper

**Objectives and content:**

**Objectives**

Elucidate the notion of psychic organization in relation to libidinal theory  
Psychic organization and "stages" of psychosexual development

**Content**

History and content of the notion of psychic organization

Psyche and organization

Psychopathological contributions of psychic organization theory Organization and disorganization (decompensation) in symptom genesis

**Skills developed :**

Acquire the notion of organization and "stages" to link it to the clinical experience of the symptom

**References :**

FREUD Sigmund, (1905) Trois essais sur la théorie sexuelle, Paris : Gallimard

FREUD Sigmund, (1914) " Pour l'introduction du narcissisme ", OEuvres complètes. Psychoanalysis, t. XII, p 213-246; Paris: PUF

FREUD Sigmund, (1916-1917)," On the transposition of drives, particularly anal eroticism.

Sur les transpositions pulsionnelles, en particulier de l'érotique anale", OEuvres complètes.

Psychoanalysis, t. XV, p (55-62) ; Paris : PUF

# BACHELOR

## GENERAL DESCRIPTION

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KESTEMONT, Paul

BS3 (A2) Cultural foundations 1: New contemporary pathologies

Hourly volume : 24H

**Assessment method :**

Written exam

**Objectives and content:**

**Objectives**

- Familiarize students with new contemporary pathologies in their bio-psycho-social dimensions
- Acquire clinical support tools
- Develop a critical sense of the literature on the subject

**Content:**

- Introduction : new pathologies or new status for existing pathologies?
- Burnout, bore-out, brown-out... Clinical vignettes and case studies.
- Pathologies of narcissism, borderline states. Clinical vignettes, case studies
- Can we still talk about maternal and paternal functions today?
- Implications for contemporary clinical practice.

**Skills developed:**

Understanding new pathologies from a bio-psycho-social perspective.

Be able to make a psychopathological diagnosis at the structural level  
Be able to formulate hypotheses to understand the etiology of certain contemporary pathologies

# BACHELOR

## GENERAL DESCRIPTION

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SOLAL, Elie

B2S3 (A4) Introduction to psychopathology II

Hourly volume : 18H

### Assessment method :

Final exam on clinical case

### Objectives and content:

#### Objectives

Address the dynamics of psychotic functioning. Apprehension of fundamental concepts allowing a theoretical-clinical articulation, centered on psychotic functioning.

#### Content

Presentation of the characteristics of schizophrenic decompensation and mood disorders. Development of the nosography and semiology of these pathologies and overview of the psychotic structure.

### Skills developed :

Understand how schizophrenia and mood disorders work. Begin to understand the intrapsychic conflict-symptom dialectic. Develop the analytical skills needed to identify psychotic functioning.

### References :

Freud, S (1973). *Neurosis, psychosis and perversion* (PUF). France: PUF

Fenichel, O (1953). *La théorie psychanalytique des névroses* (PUF., vol. I & II). France: PUF.

Quinodoz, JM (2004). *Lire Freud* (PUF). France: PUF

Laplanche, J. Pontalis, JP (1967). *Vocabulaire de la psychanalyse* (PUF). France: PUF.

Chabert, C. Verdon, B (2008). *Clinical psychology and psychopathology* (PUF). France: PUF

Ey, H. Bernard, P. Brisset, Ch (1960). *Manuel de psychiatrie*. Paris: Masson.

# BACHELOR

## GENERAL DESCRIPTION

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### MODULE B

#### Principles of Psychology

SPOLJAR, Philippe

BS3 (B1) General psychopathology: semiology and case study

Hourly volume : 18h

**Assessment method :**

Case study

**Objectives and content:**

**Objectives**

- it proposes a theoretical study of the main objects and concepts of psychopathology, in particular semiology and nosography/nosology.
- It also provides a better understanding of the symptoms and signs characterizing clinical pictures, so as to be able to use them in the composition of case studies.

Tutorials consist in developing case studies based on observations that allow you to apply the knowledge acquired in semiology and psychopathology.

**Content**

Signs and symptoms :

The theoretical structure of the symptom

The status of symptoms in different psychopathologies  
The main clinical signs

Categories and structures

Semiological classifications :

Categorizations

Syndromes

Clinical pictures



# BACHELOR

## GENERAL DESCRIPTION

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Psychopathological entities  
Nosography and nosology  
Psychiatric and psychopathological entities  
Psychoanalytic classifications

Structure, personalities and pathologies  
The notion of structure  
Structure and pathological personality

### **Skills developed :**

Ability to construct a case study based on observation or interview.

### **References :**

Bergeret Jean, La personnalité normale et pathologique, Les structures mentales, le caractère, les symptômes, Paris, Dunod, 3rd edition, 2021.  
Bergeret Jean, et al, Psychologie pathologique [1972], Paris, Masson, 2012.  
Ionescu  
Serban, Jacquet Marie-Madeleine, Lhote Claude, Les mécanismes de défense. Théorie et clinique, Paris, Dunod, 2020.  
Kapsambelis Vassilis (ed.), Manuel de psychiatrie clinique et psychopathologique de l'adulte, Paris, PUF, 2012.

# BACHELOR

## GENERAL DESCRIPTION

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COGNET, Anna

L2S3 [B2] Developmental psychology I

Hourly volume : 24h

### Assessment method:

Written examination (60%), paper (40%)

### Objectives and content:

#### Objectives

- Familiarize students with child development through a specific approach: drawing.
- Introduce theoretical and clinical approaches to the analysis of children's drawings.
- Understand the stages of a child's psychomotor and emotional development through the evolution of his graphic productions.
- Teach methods for interpreting and analyzing drawings, based on concrete cases.

#### Content

General introduction to child development

- Key stages in psychomotor and emotional development.
- The importance of graphic production in the study of development. The child's drawing as a tool for understanding development
- The main stages in the evolution of drawing in children (doodling, accidental realism, tadpole man, etc.).
- Contributions from the psychoanalysis and of the psychology psychology in the interpretation of drawings.
- The main theories on child drawing
- Winnicott and play/drawing as a transitional phenomenon.
- Klein and the interpretation of internal conflicts through drawing.
- Lacan and the mirror stage as applied to self-representation through drawing.

# BACHELOR

## GENERAL DESCRIPTION

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### Case studies

- Analysis of drawings of children with different clinical diagnoses (autism, developmental disorders, etc.).
- Practical application of theoretical approaches to real and fictitious cases. Psychological assessment tools through drawing
- Projective tests and set drawings (man, tree and house tests). Use of drawing in therapeutic consultation.
- Students' personal work
- Each student will be asked to carry out a case study based on a child's drawing, applying
- the theoretical knowledge acquired.
- Tutorial: analysis of supplied drawings, group discussion of interpretations.

### Skills developed:

- Know analyze a drawing drawing according to different grids theoretical frameworks (psychoanalytical, cognitive, developmental).
- Know how to use practical tools to assess a child's psychological state and development through drawings.
- Ability to integrate theoretical and practical data for in-depth case analysis.

### References:

- Anzieu, D., Le Men, J. (2000). *Le dessin d'enfant*.
- Cagnet, G., & Cagnet, A. (2023). *Understanding and interpreting children's drawings* (3rd edition). Dunod. ISBN 978-2100853076.
- Klein, M. (1975). *The oedipus complex and its genetic roots*.
- Lacan, J. (1949). *The mirror stage*.
- Le Men, J. (1966). *L'Espace figuratif et les structures de la personnalité: Une épreuve clinique originale, le D.10*. Presses Universitaires de France.
- Winnicott, D. W. (1971). *Play and reality*.

# BACHELOR

## GENERAL DESCRIPTION

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DE ALCANTARA, Edson  
B2S3 (B3) Social Psychology II  
Hourly volume : 24h

**Assessment method :**  
Presentation, case study

**Objectives and content:**

### **Objectives**

Open up reflection on the links between the psychological, social and economic dimensions of the subject's experiences of suffering.

### **Content**

Social psychology deals with the behavior, attitudes and experiences of people in organized and unorganized groups. All social experience necessarily includes psychological and economic dimensions, whether or not they are present in consciousness. Psychosociology (PSN) takes these three aspects into account. It is a theory of individual and cultural personality based on three inseparable dimensions: the psychic, the social and the economic. It has its roots in anthropology, psychoanalysis, transactional analysis, systemics, sociology and economic theories.

The combination of these disciplines enables us to understand the subject in its entirety, both in its intrapsychic experiences and in its socio-economic manifestations. Psychosociology enables psychologists and psychotherapists to understand the problems their patients face in the world of work, and offers tools for intervention in organizations.

- Organizational history/theory ;
- Introducing PSN;
- Perceptive structure ;
- Homopsychosociômicos ;
- The three brains and basic needs ;
- The normal and the pathological ;
- PSN personalities ;

# BACHELOR

## GENERAL DESCRIPTION

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- Personality systems ;
- Pathological and therapeutic agents ;
- Responsibility and interdependence ;
- Otherness.

### Skills developed:

- The student will be able to articulate the different disciplines, enabling him or her to develop a global reflection on the subject and its psychosocioeconomic interdependence.

### References:

- ANZIEU, D. 2022 Le groupe et l'inconscient. 3rd. edition. Malakoff, Ed. DUNOD.
- ALBOU, P. 1984. La Psychologie économique. Paris, Ed. PUF.
- BERNE, E. 2006 Principles of psychotherapeutic group treatment. Paris, AT éditions.
- BION, W. 2002. Recherches sur les petits groupes. Paris, Ed. PUF.
- DE PRACONTAL, M. 1986. L'imposture scientifique en dix leçons. Paris, Ed La découverte.
- DUBOEUF, F. 1999. Introduction aux théories économiques. Paris, Ed. Eyrolles.
- DURAND, D. 2017. La systémique - 9e. édition. Paris, Ed PUF.
- DURKHEIM, E. 2015. Lessons in sociology. 6th. edition. Paris, Ed. PUF.
- FREUD, S. 2012. Crowd psychology and ego analysis. Paris, Ed. PAYOT.
- MACLEAN, P.D. 1990. Man's three brains. Paris, Ed. Robert Laffont.
- RIVIERE, C. 1999. Introduction à l'anthropologie. Paris, Ed. PAYOT.

# BACHELOR

## GENERAL DESCRIPTION

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### MODULE C

#### Principles of Medicine

MARTINEZ, David  
B2S3 [C1] Psychopharmacology  
Hourly volume : 24H

**Assessment method :**  
Oral examination and case study presentation

#### Objectives and content

Acquire the basics of psychopharmacology  
History of psychopharmacology - Different classes of psychotropic drugs:  
Anxiolytics (benzodiazepines, carbamates, antihistamines, others) and hypnotics (benzodiazepines and non-benzodiazepines); Antidepressants (tricyclics, MAOIs, SSRIs, SNRIs, non-tricalcium non-MAOIs, melatoninerigics); Thymoregulators (lithium, antocomitics); Antipsychotics (classic neuroleptics: phenothiazines, butyrophenones, benzamides, thioxanthenes, various and atypical neuroleptics)

#### Skills developed:

- Learn the basics of psychopharmacology and its most common applications
- Know the main drugs used in current practice Know how to read a prescription

# BACHELOR

## GENERAL DESCRIPTION

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### References:

Malgat, Robin (2018). Therapeutics in psychiatry. In: Kapsambelis, Vassilis. Manuel de psychiatrie clinique et psychopathologique de l'adulte (3rd Ed.). Quadrige manuals, Presses universitaires de France

Deniker, Pierre (1966). Que sais-je? La psychopharmacologie (1st ed.). Presses universitaires de France

Kapsambelis, Vassilis (2003). Therapeutique Medicamenteuse Des Troubles Psychiatriques De L'adulte - Collection Psychiatrie - Medecine-Sciences, Flammarion.

Stahl, Stephen M. (2015). Essential psychopharmacology. Neuroscientific foundations and practical applications (4th Ed.). Médecine science, Lavoisier

American Psychiatric Association, Alan F. Schatzberg, Charles DeBattista, Joseph Benyaya (2018). Treatise on clinical psychopharmacology. Elsevier Masson

# BACHELOR

## GENERAL DESCRIPTION

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### MODULE D

#### Practice

ACKLIN P, FRICOT, BOTBOL

B2S3 (D2) Self-awareness

Hourly volume : 18H



# BACHELOR

## GENERAL DESCRIPTION

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SIMON-SCHECROUN, Céline

B2S3 (D3) Psychological Assessment in Clinical Practice 1 - General Overview

Hourly volume : 24H

### Assessment method :

Oral exam

### Objectives and content:

#### Objectives

Become familiar with the use of intelligence scales in psychological assessment. The aim is for students to be able to apply what they have learned in the course to the practice of psychological assessment in an internship.

#### Content

Alternating theoretical courses:

- Psychological examination of children and adolescents
- Study of the main intelligence assessment scales (WISC, WPPSI) Interview basics (request, history, restitution)
- Common diagnoses in children (high potential, language delay, suspected learning disorders such as reading, praxis, working memory)
- Discover complementary tests and scales (Dunn's sensory profile, Conners, Rey's Figure, drawings, projective tests).
- Practical activities in full or half groups:
- Role-playing (first interview, feedback interview) Case studies, Short written reports

#### Skills developed :

- Clinical interviewing: identifying the request, conducting an anamnestic interview, addressing different interlocutors (parents, children, other professionals), announcing a diagnosis.
- Psychological assessment: familiarize yourself with the main scales, their interpretation and reproduction.
- Child development: familiarize yourself with the main stages of child development and school expectations in order to identify difficulties.  
; know how to suggest directions or remedies.

# BACHELOR

## GENERAL DESCRIPTION

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### References:

Cognet G. & Bachelier D. (2017) Clinique de l'examen psychologique de l'enfant et de l'adolescent - 2e édition, Paris: Dunod.

Cognet G. & Cognet A. (2018) Comprendre et interpréter les dessins d'enfants - 2e édition, Paris: Dunod.

Flessas J. & Lussier F. (2001) Neuropsychologie de l'enfant et troubles des apprentissages, Paris: Dunod.

Bachelier D. & Cognet G. (2017) Le bilan avec le WISC-V et ses outils complémentaires, Paris: Dunod

# BACHELOR

## GENERAL DESCRIPTION

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### MODULE E

### Research Methods

NAVARRO, Paolo

BIS1 (E3) Statistics I

Hourly volume : 24H

**Assessment method :**

Written exam

**Objectives and content:**

#### Objectives

The course is an introduction to descriptive and inferential research statistics. It aims to teach students how to read and analyze data tables, understand the variables and develop initial descriptive thinking. We will also introduce statistical tests of inference in order to understand how first observations develop.

#### Content

Overview of variable types: quantitative (numerical) and qualitative (nominal and ordinal)

Working with data tables and/or graphs: reading, information retrieval and construction.

Learn to perform descriptive data analysis: calculate parameters such as mean, median (and quartiles), mode, standard deviation (and corrected standard deviation), variance and range. Draft descriptive conclusions.

Correlations and simple linear regression

Introduction to the normal distribution and the centered/reduced normal distribution. Introduction to statistical inference tests

# BACHELOR

## GENERAL DESCRIPTION

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### **Skills developed :**

Students will be able to analyze descriptive data. Understand data types and different statistical parameters. They will be able to calculate, organize and present them. With these clues, they will be able to construct the relevant graphical representations and build a descriptive conclusion.

They will be able to learn about inferential statistical testing with the basics of research thinking.

# BACHELOR 3

## 5TH SEMESTER

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# BACHELOR

## GENERAL DESCRIPTION

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### MODULE A

#### Clinical psychology

SOLAL, Elie  
B3S5 (A1) General psychopathology : Criminology  
Hourly volume : 24H

**Mode d'évaluation :**  
Final examination on clinical case and assessment of lectures

#### Objectives and content:

**Objectives**  
Reinforcement of Freudian metapsychological concepts. Understanding the question of the body in psychopathology.

**Content**  
Development of psychosomatic concepts, and investigation of the place of the body in psychopathological expression. Introduction to borderline functioning.

**Skills developed :**  
Understand how the borderline personality functions. Understanding the intrapsychic conflict-symptom dialectic. Introduction to operative functioning.

**References :**  
Marty, P., de M'Uzan, M., David, C (2003). L'investigation psychosomatique (PUF). France : PUF  
Bergeret, J (1996). La personnalité normale et pathologique (Dunod). France : Dunod  
Fenichel, O (1953). La théorie psychanalytique des névroses (PUF., vol. I & II). France: PUF.  
Quinodoz, JM (2004). Lire Freud (PUF). France: PUF  
Laplanche, J., Pontalis, JP (1967). Vocabulaire de la psychanalyse (PUF). France: PUF.  
Chabert, C., Verdon, B (2008). Psychologie clinique et psychopathologie (PUF). France : PUF

# BACHELOR

## GENERAL DESCRIPTION

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KESTEMONT, Paul

B3S5 (A2) Foundations of personality theory and its development in various psychotherapeutic methods

Hourly volume : 24H

### Assessment method :

Written exam

### Objectives and content:

#### Objectives

- Situate the problems facing a scientific psychology of personality
- Familiarize students with the various models that explain the foundations of personality
- Understanding the place of personality theories in different psychotherapeutic approaches
- Understanding the challenges of identity construction and subjectivity
- Provide reading grids to understand the patient's personality and characteristics

#### Content

- What is a personality theory?
- The object and purpose of personality psychology
- Theories and concepts of psychic development: The psychoanalytical approach (Freud, Lacan)
- Object relations (Kernberg) Self psychology (Kohut)
- Attachment (Bowlby) and Mentalisation (Fonagy)
- The phenomenological and existential approach to personality
- The cognitive-behavioral approach to personality
- Personality determinants

### Skills developed :

How to use the various theoretical models of personality in clinical psychotherapy  
Understand the unconscious determinants and relational patterns at work in the patient's experience and their influence on the therapeutic relationship.

# BACHELOR

## GENERAL DESCRIPTION

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### References :

- Fantini-Hauwel C. (2018). Introduction to personality theories. Malakoff Dunod
- Hansenne M. (2018) Personality psychology. (5e ed). Louvain-La Neuve : De Boeck Supérieur
- Plaisant O., Guertault J., Courtois R., Réveillère C., Mendelsohn G., John P. (2010). History of the Big Five. *Annales Médico-Psychologiques, Revue Psychiatrique*, Elsevier-Masson, hal-00672284
- Dweck C. (2017). From needs to goals and representations: Foundations for a unified Theory of Motivation, Personality and Development. *Psychological review* 2017 vol 124 N°6, 689-719, American Psychological Association <http://dx.doi.org/10.1037/rev0000082>
- Huber, W. (1977). Introduction to personality psychology. Dessart and Mardaga. Brussels
- Collette, A. (1990). Introduction to dynamic psychology (9th edition). Editions de l'Université de Bruxelles.
- Laplanche, J. and Pontalis, JB. (1978). *Vocabulaire de la Psychanalyse*. PUF. Paris



# BACHELOR

## GENERAL DESCRIPTION

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SEDILLOT, Carole

B3S5 [A3] Scientific terminology of psychotherapeutic modalities (Jungian orientation)

Hourly volume : 24H

**Assessment method :**

Paper

**Objectives and content:**

**Objectives**

Revisit and confirm the concepts as the foundation of Jungian thought and as a tool for the therapist. Prepares the future therapist, after integrating theoretical data, for practical experimentation through a wide range of exercises.

**Content**

Via text sent to students before the course:

Defining the Jungian analyst's position in relation to contemporary psychiatry. The pluses and minuses for the patient.

The conceptual notions acquired earlier must begin to manifest themselves concretely.

**Skills developed:**

The ability to make connections. To challenge and criticize positively, providing arguments and creativity. Acceptance of difference.

Openness to plurality.

**References:**

- Jung Carl Gustav, (1991), "Ma vie, souvenirs, rêves et pensées", Paris, Folio
- Agnel Aimé, (2005), "Le vocabulaire de C.G. Jung", Paris, Ellipses
- Thibaudier Viviane, (2013), "100% Jung", Paris, Eyrolles
- Sédillot Carole, (2003), "ABC de la psychologie jungienne" Paris, Grancher
- Sédillot Carole, (2019), "Jung, explorateur de l'esprit", Paris, Dervy
- Frieda Fordham, (1979), "Introduction à la psychologie de Jung" Paris, Imago
- Christian Gaillard, (1995), "Jung", Paris PUF

# BACHELOR

## GENERAL DESCRIPTION

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- C. G. Jung, (1993), "Psychology of the Unconscious, Georg
- Freud Sigmund-Jung Carl Gustav, (1975), "Correspondance II, 1910-1914", Paris, Gallimard
- Boureille, Claude, (2013), Types psychologiques et processus d'individuation, Paris, Le Martin-Pêcheur.
- Thibaudier, Viviane, (2011), 100% Jung, Paris, Eyrolles.
- Thibaudier, Viviane, (2020), L'inconscient et ses images, Paris, Le Martin-Pêcheur.
- Béla Grumberger, (2003), Le narcissisme, Paris, Petite bibliothèque Payot.
- Leguil, Clotilde, (2018), Je: une traversée des identités, Paris, PUF.

# BACHELOR

## GENERAL DESCRIPTION

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WEYL, Dimitri

B3S5 (A4) Principles of psychopathology: introduction to the complexity of narcissism

Hourly volume : 18H

### **Assessment method**

Final written exam

### **Objectives and content :**

#### **Objectives**

Understand the fundamental dimension of narcissism as well as its complexity.

#### **Content**

Culturally, narcissism is commonly seen exclusively in its pejorative, negative, selfenclosed dimension. Yet narcissism is also vital, constitutive of subjectivity, and intrinsically linked - in its very constitution - to the Other. It is thus protean and the bearer of a fundamental paradox. Narcissism is a fundamental concept in psychoanalysis, yet it is difficult to grasp because, for reasons specific to the history of this concept and its introduction into the analytic corpus, there are almost as many theorizations of narcissism as there are authors on the subject. It is therefore a nodal concept in the understanding of the human being, but one that remains difficult to grasp in depth, both because of its intrinsic complexity and because of its highly differentiated approach in psychoanalytical and psychopathological literature. Starting with an initial synoptic and synthetic overview of the concept, the aim is to grasp its complexity as well as its fundamental dimensions.

#### **Skills developed :**

Understand the fundamentals of narcissism, its ambivalent and complex dimension.

# BACHELOR

## GENERAL DESCRIPTION

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DE BOURNONVILLE, Stéphanie

B3S5 (A5) Neuropsychological and cognitive approach to mental health

Hourly volume : 24H

**Assessment method :**

Written exam

**Objectives and content :**

**Objectives**

Supply à student with theoretical theoretical and the tools practical tools in child and adolescent neuropsychology.

**Content**

4 days

Mindfulness-based psychological approaches (2 days)

Days combining practice and theory to give the student an experiential understanding of the various Mindfulness approaches.

On a theoretical level, transmission of neuro-cognitive models and symptom management (attention disorder, impulsivity, lack of flexibility, etc.) present in various psychopathologies (mood disorder, psychosis, bipolar, ACT, etc.).

Transdiagnostic processual approach.

Assignment to be completed before class: reading the article Deplus, S., Lahaye, M., Philippot, P. (2014). Mindfulness-based psychological interventions with children and adolescents: processes of change. *Revue Quebecoise de Psychologie* , vol.35. P.71-99.

Psycho-trauma (2 days)

Day 1: Peri-traumatic dissociation theories. Neurobiology of emotional life. Presentation and practice of emotional stabilization tools.

# BACHELOR

## GENERAL DESCRIPTION

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Day 2: Theoretical-practical day on resilience: positive psychology in the light of neuroscience. Transmission of tools to be applied in group and individual sessions.

Assignment to be completed in pairs before the course: produce a summary sheet on the care offered by an expert center (not necessarily in France) dealing with psycho-trauma (via website, brochure, scientific article, etc.).

### **Skills developed :**

The student will be able to :

To use of tools practical tools aimed at the regulations emotional and resource development.

### **References:**

- Deplus, S., Lahaye, M., Philippot, P. (2014). Mindfulness-based psychological interventions with children and adolescents: processes of change. *Revue Quebécoise de Psychologie* , vol.35. P.71-99.
- Dehaene, S. (2018), *Learning. The talents of the brain, the challenge of machines.* Odile Jacob.
- Segal, ZV, Williams MG, Teasdale, JD. (2019). *Mindfulness-based cognitive therapy for depression.* De Boeck supérieur.
- Van Der Kolk, B. (2020). *Le corps n'oublie rien.* Paris (Albin Michel).
- Roques, J (2021). *Que sais-je? L'EMDR.* Paris (Presse Universitaire de France).
- Shankland, R, Durand, JP, Paucsik, M, Kotsou, I, André, C (2020). *Implementing a positive psychology program: Programme CARE (Cohérence, Attention, Relation, Engagement).* Paris (Dunod).

# BACHELOR

## GENERAL DESCRIPTION

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MERRAN, Hélène

B3S5 (A6) The speech and the unconscious according Lacan

Hourly volume : 18H

Assessment method :

Paper

Objectives and content :

### Objectives

This course focuses on the various Freudian psychoanalytical structures and concepts, with a Lacanian perspective and contribution to familiarize students with Lacan's teaching.

### Content

I- Ferdinand Saussure's Conception Structurale

- 1) The linguistic sign
- 2) The linear nature of the signifier
- 3) The two axes of language
- 4) The value of the sign

II- Freud and dream work

- 1) Condensation
- 2) Moving

III- LACAN

- 1) Le point de capiton
- 2) The paternal metaphor, The father's name, The metonymy of desire desire
  - A) A little detour to the Oedipus complex and castration
  - B) Paternal metaphor
  - C) Metonymy of desire
  - D) Foreclosure of the father's name
  - E) The division of the subject and the advent of the unconscious

**Skills developed :**

Make students aware of the need to listen differently to speech.  
Learn when and how each structure is set up.

**References:**

Sigmund Freud, *The Interpretation of Dreams*. Editions PUF  
*The formations of the unconscious, Seminar V* by Jacques Lacan. Edited by  
Jacques Alain Miller

# BACHELOR

## GENERAL DESCRIPTION

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### MODULE D

#### Practice

BOTBOL, FRICOT, ACKLIN P.

B2S3 (D3) Self-awareness

Hourly volume : 18H



# BACHELOR

## GENERAL DESCRIPTION

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MAILLE, Jérôme

B3S5 (D4) Basics of psychotherapeutic and psychological interviewing

Hourly volume : 12H

**Assessment method :**

Written and oral exam

**Objectives and content:**

**Objectives**

- Develop the skills needed to practice psychotherapy.
- Feel ready to welcome patients into the outpatient clinic.

**Content:**

THEORY :

The first consultation

The therapeutic alliance

Presence to self and others

Transference and countertransference

Working with the frame

Learn how to make a diagnosis

PRACTICE :

Role-playing "the first psychotherapy consultation": students take turns taking on the roles of therapists and patients.

Case study

**Skills developed :**

Quality of presence, empathy, knowing how to hear what is not being said, the ability to diagnose, openness to different methods, the ability to set the right framework.

**References :**

Freud (1912). The psychoanalytic technique; PUF, 1953.

Gilliéron (1996). Le premier entretien en psychothérapie ; Dunod, 1996.

Janssen, Thierry (2018). Listening to the silence within; L'Iconoclaste.

Cungi (2006). L'alliance thérapeutique ; Retz.

# BACHELOR

## GENERAL DESCRIPTION

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### MODULE E

#### RESEARCH METHODS

LEMOINE, Noémie

B2S3 (E1) Qualitative method II: Theory and practice

Hourly volume : 24H

**Assessment method :**

Paper and case study

**Objectives and content:**

**Objectives**

Presentation of the different qualitative methods used in research, in preparation for end-of-study research projects.

**Content**

Develop your knowledge of the various qualitative methods available Design your research project using a qualitative method

Develop skills in qualitative analysis of interview extracts

**Skills developed :**

Choose the methodology best suited to your research project

Develop your qualitative analysis skills

# BACHELOR

## GENERAL DESCRIPTION

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COGNET, Anna

B2S3 (E2) Drafting the final dissertation

Hourly volume : 3H

# BACHELOR

## GENERAL DESCRIPTION

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### MODULE F

#### PRACTICAL PSYCHOTHERAPEUTIC APPLICATIONS

FARES, Chirine

B3S5 (F1) Sexuality and psychosexuality

Hourly volume : 18H

#### Assessment method :

Paper and study case

#### Objectives and content :

##### Objectives

Following this course, students will have acquired an understanding of the following:

1. The theoretical foundations of sexuality (psychological dimension, biological and sociocultural aspects, contemporary paradigms)

2. Practical applications of psychosexuality theory in psychotherapy (individual, couple, institutional therapy, group therapy, etc.) based on discussions of clinical vignettes.

3. Definitions and nosographic descriptions of male and female sexual dysfunctions and paraphilias, their etiologies, associated factors (relational aspects, symptoms of depression, history of abuse, stress factors, effects of a substance, age...), their impact and effects, prevalence, treatments.. .

4. Definitions of sexual identity and descriptions of gender dysphoria (feelings of  
1. incongruence, psychological distress), consequences.

# BACHELOR

## GENERAL DESCRIPTION

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### **Content**

1. Defining sexuality from a multidisciplinary perspective
2. Introduce this vast field with brief illustrations and examples of various requests and reasons for consultation (in medicine, psychoanalysis, psychiatry, couple therapy, etc.).
3. Define certain notions related to psycho-sexuality (excitation, drive, psychic bisexuality, libido, desire, fantasies and interfantasmaticization, choice of love object, masochism, castration complex, etc.).
4. Psychosexuality and its practical psychotherapeutic applications (dream interpretation, anguish, the return of the repressed and neurosis, hysterical organization and the desire for desire, the obsessional structure and forbidden desire, anorexic refusal and the strength of passionate desire, manic excitation, melancholic inhibition, anesthesia and drives frozen in borderline arrangements, xaltation and addiction).
5. Define sexual dysfunctions (delayed ejaculation, premature ejaculation, erectile dysfunction, difficulty or inability to reach orgasm in women, sexual desire/excitement disorder in women, dyspareunia/vaginismus, hypoactive sexual desire in men) and paraphilias, prevalence, etiologies, risk and prognostic factors, impact, treatments including the role of sex education and communication.
6. Defining gender dysphoria (feelings of incongruence, psychological distress), the consequences

### **Skills developed :**

The academic work in this course focuses on the development of the following skills:

1. Integrating psychic (relational), biological and socio-cultural dimensions in the study of sexuality
2. Differentiation of sexual dysfunctions and identification of risk factors and impact
3. Work on welcoming the patient or couple in distress, taking a history, developing hypotheses about the problem and therapeutic approaches based on the request and the reason for consultation (symptom), while considering interdisciplinary work (collaboration with the medical and psychiatric professions).

# BACHELOR

## GENERAL DESCRIPTION

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### References :

- Freud, S. (1905). *Three Essays on Sexual Theory*, trans. P. Koepfel. Paris: NRF Gallimard, 1987.
- Freud, S. (1913). *Totem et tabou*. Paris: Petite Bibliothèque Payot, 1971.
- Freud, S. (1926). *Inhibition, Symptom and Anguish*. Michel Tort. Paris: PUF, 1951.
- Green, A. (1973). *Le discours vivant*. Paris: PUF, 2015.
- Green, A. (1990). *The castration complex*. Paris: PUF, 2015.
- Guelfi, J.-D., Rouillon, F. & Mallet, L. (2021). *Handbook of psychiatry*, 4th edition. Paris : Elsevier Masson.

# BACHELOR

## GENERAL DESCRIPTION

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LARCHACHE, STEPHANIE

B2S3 (F2) Psychosocial care

Hourly volume : 24H

### Assessment method :

Paper: 30%, 70% presentation on a topic chosen by the student.

### Objectives and content:

#### Objectives

Raising students' awareness of the impact of social determinants on mental health, clinical approaches to psychosocial care, and multidisciplinary and crossdisciplinary work.

#### Content

I Genesis of the psychosocial clinic

II Expression of psychosocial suffering

Methods

Experiences of precarity, disaffiliation and exclusion

Presentations on various issues, for example:

Exclusion and old age

Homeless women

Unaccompanied minors

Drug addiction

The "Hikikomori" phenomenon of social withdrawal in adolescence, etc.

III Intervention methods in psychosocial clinics

Clinical medical anthropology and the care of precarious migrant populations

Presentations on different approaches, for example: Empowerment

Psychosocial recovery and rehabilitation Life stories

Integrative community therapy

Peer support

# BACHELOR

## GENERAL DESCRIPTION

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### Skills developed :

Les étudiants intégreront une approche globale de la santé mentale d'un individu, en apprenant à ne pas cliver le social du psychologique, et en se familiarisant avec des situations cliniques concrètes ainsi qu'avec les institutions qui gravitent autour de cette prise en charge.

### References :

Barreto, A. Thérapie communautaire intégrative au Brésil et ailleurs. Rhizome, n°45, La mondialisation pour une écologie du lien social. Disponible en ligne : <http://www.ch-le-vinatier.fr/orspere-samdarra/rhizome/anciens-numeros/rhizome-n45-la-mondialisation-pour-une-ecologie-du-lien-social/therapie-communautaire-integrative-au-bresil-et-ailleurs-1500.html>

Chambon, N. 2017. Reconnaître et agir sur la dimension psychosociale du trouble. Rhizome. N°65-66 : Apprendre le rétablissement. Disponible en ligne : <http://www.ch-le-vinatier.fr/orspere-samdarra/rhizome/anciens-numeros/rhizome-n65-66-apprendre-le-retablissement-decembre-2017/reconnaitre-et-agir-sur-la-dimension-sociale-du-trouble-2277.html>

Coutanceau, R. Bennegadi, R., & Cyrulnik, B. (Dir.) (2017) Santé mentale et société. Paris : Dunod.

Duprez, M. (2008) Réhabilitation sociale et psychothérapie institutionnelle. L'information psychiatrique, n°84 : 907-912.

Fansten, M. & Figueiredo, C. (2015). Parcours de hikikomori et typologie du retrait. *Adolescence*, 333, 603-612. <https://doi.org/10.3917/ado.093.0603>

Fontaine, A., Hanon, C. & Limosin, F. (2020). La psychiatrie de la personne âgée : challenges pour le développement d'une nouvelle sur-spécialité. *Perspectives Psy*, 59, 47-52. <https://doi.org/10.1051/ppsy/202059047>

Furtos, J. (2000) Epistémologie de la clinique psychosociale. *Pratiques en santé mentale*, n°1. Disponible en ligne : [http://www.ch-le-vinatier.fr/documents/Publications/Articles\\_RECHERCHE\\_Orspere-Samdarra/Epistemologie\\_de\\_la\\_clinique\\_psychosociale-J\\_Furtos\\_2000.pdf](http://www.ch-le-vinatier.fr/documents/Publications/Articles_RECHERCHE_Orspere-Samdarra/Epistemologie_de_la_clinique_psychosociale-J_Furtos_2000.pdf)



# BACHELOR

## GENERAL DESCRIPTION

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Jovelin, E. (2017). La honte des pauvres : l'exemple des femmes SDF. *Pensée plurielle*, 44, 73-83. <https://doi.org/10.3917/pp.044.0073>

Larchanché, S. (2020) *Psychotherapy at the Borderland. In Cultural Anxieties. Managing Migrant Suffering in France.* Rutgers University Press.

Larchanché, S., Sargent, C. & Bourdin M.J. (2010) Les déterminants sociaux de la santé mentale en situation migratoire : Généalogie d'une approche anthropologique. *Transfaire & Cultures : Revue d'anthropologie médicale clinique*, n°3 :11-22.

Le Roy-Hatala, C. (2009). Maintenir un salarié handicapé psychique dans l'emploi : une expérience individuelle et collective. *Vie sociale*, 1, 31-50. <https://doi.org/10.3917/vsoc.091.0031>

Rivoirard, A. (2016). Le toxicomane : une figure de l'errant ?. *Le Sociographe*, 53, I-XIII. <https://doi.org/10.3917/graph.053.0028>

# MASTER 1

## 1ST SEMESTER

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# MASTER

## GENERAL DESCRIPTION

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**Master** Clinical Psychology, Psychopathology and Transcultural Psychology

**Duration** 4 Semesters

**Hourly volume** 686 h

**ECTS credits** ECTS 120

**Modules**

- Module A** : Clinical and Theoretical Principles in Transcultural Psychotherapy
- Module B** : Research methods
- Module C** : Practical Workshops
- Module D** : Clinical psychology and psychopathology
- Module E** : Practice
- Module F** : Thesis and final examination

# GENERAL DESCRIPTION

## Module A : Clinical and Theoretical Principles in Transcultural Psychotherapy

The multidimensional approach of these two modules includes clinical, cultural and historical aspects of psychopathology, sexual disorders and diagnostic classification, psychosomatics, group psychoanalysis and child and adolescent psychoanalysis. Transcultural psychotherapy and ethnopsychanalysis are the cornerstones of these modules. Traditional therapies are presented from the perspective of medical anthropology. This module prepares students to work as clinical psychologists and psychoanalysts in a multicultural society. Being confronted with otherness is a constant, and particularly when working with people suffering from mental health problems, this otherness implies a different cultural context that needs to be explored - both scientifically and therapeutically. Students will learn that Western classification systems are linked to culture. Cultural awareness can therefore be seen as one of the key features of these modules.

## Module B : Research Methods

This module will introduce students to research paradigms in the psychotherapeutic and psychoanalytic fields. The teaching content will include research methodology and specific research methods. Students will learn how to put research projects into practice. This will include lectures on different techniques of sampling, data collection and analysis.

Students will be asked to think about the typology and quality of the data they collect for their projects: verbal / written / observational reports. They will be taught different forms of research, including phenomenological, ethnographic, longitudinal, comparative and evaluative designs. Particular emphasis will be placed on research methods in the ethnographic field: field research in its classical form (transcultural studies in various countries) as well as field research techniques in a contemporary psychotherapeutic form (e.g. diaries etc.).

## **Module C : Practical workshops**

This module offers practical workshops in which students learn to apply diagnostic and treatment techniques to specific patients and environments. The courses, mainly seminars and supervisions, accompany the in-depth psychotherapeutic work that students will carry out in parallel. The combination of clinical work and supervision ensures that students are well prepared as they begin to work with patients, and gives them ample opportunity to ask specific questions and discuss them in class with colleagues and teachers.

This module includes case presentation classes, in which students not only have the opportunity to present and discuss their own clinical cases, but also to improve their presentation techniques, both clinically and theoretically.

## **Module D : Clinical psychology and psychopathology**

This module provides students with in-depth, specialized knowledge in the field of clinical psychology and psychopathology. The focus will be on individual patient mental health problems and generalized diagnoses will be one of the subjects to learn about for their future professional life - this is an important aspect as there is a tension between clinical diagnosis and individual treatment. In addition, students will gain knowledge of the issue of family structure and mental health problems, and obtain a solid grounding in the history of French clinical psychology - including current developments that show inter- and trans-disciplinary approaches. In the respective seminars of this module, clinical case studies will be discussed.

## **Module E : Practice**

The internship will give students access to an institution in the mental health field. This will enable them to work with different patient groups and be part of various teams of mental health professionals. In addition to the institutional internship, students will begin to work with patients individually, under supervision as part of the solidarity clinic. This will enable them to develop their own identity as professional clinical psychologists based on clinical work with patients, supported by their supervisors. Internships and clinical practice with patients should include experiences in the transcultural context.

## **Module F : Dissertation and final examination**

By writing the dissertation required for the Master's degree, students demonstrate their mastery of the practical and theoretical skills needed for the autonomous development and methodological resolution of a scientific research question. At the final oral examination, in addition to presenting their Master's thesis, students have the opportunity to present their acquired knowledge and skills in a discussion with the jury on a selected part of Clinical Psychology.

# MASTER

## GENERAL DESCRIPTION

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### MODULE A

### Principles Clinical and Theoretical in Transcultural Psychotherapy

GOLZAN, Angélique

MS1 (A1) General psychopathology: psychoses

Hourly volume : 18H

**Assessment method :**

Paper

**Objectives and content:**

#### Objectives

Expected learning and skills developed in students :

- Acquire knowledge of the main psychopathologies of the populations encountered: neurosis, psychosis, perversion, borderline states, etc.
- Acquire the tools needed to establish a diagnosis in order to apprehend different aspects of the person's personality, identify their needs and assess their potentialities.
- Knowing how to question a person's life path, its consequences on their psychological development and the meaning underlying their behaviours
- Understanding the dimensions of a person's internal and environmental world

**Content :**

Introduction: the question of the symptom and repetition

Neurosis :

Definition of neurosis

Defense mechanisms

The different types of neurosis

# MASTER

## GENERAL DESCRIPTION

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LPerversion

Introduction: History of the concept of perversion

Psychodynamics of perversion: The denial of castration, The fetish, The absence of encounter, The illusion of mastery

Perpetrators of perversion: Sexual perversion, Narcissistic perverts Working with perpetrators

The "borderline state", theoretical references

Genesis of the borderline state

Borderline personality: Defense mechanisms, Different borderline arrangements

Focus on addiction: Addiction, between the logic of being and the logic of having/ The paradox: addiction as a means of escape from a deadly dependency

Working with borderline states: Working here and now, Around addiction

Theoretical reference points based on a film or articles Psychosis

Genesis of psychosis: general definition, Psychotic anxieties, Defense mechanisms,

The link to reality: delusions and hallucinations, Attempts at recovery

Semiology: Acute psychoses, Chronic psychoses, Chronic delusional psychoses, Manic-depressive psychosis or bipolar disorders

### **Skills developed :**

Welcoming patients with respect for their uniqueness and an ethical approach

Identify, build and adapt a framework to welcome patients

Welcoming the individual

Observe

Listen

Gather information or elements to understand the request

Establish a therapeutic relationship

Decentering and distancing oneself from one's representations Adapting one's professional posture to the situation



# MASTER

## GENERAL DESCRIPTION

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- Identify and analyze the needs, expectations and resources of the individual or group

Contextualize people's situations

Analyze the information gathered

Observing and listening to develop an understanding of the individuality of each person

Preventing and identifying risk situations

- Develop an understanding of the person's situation Observe and analyze the person's life context

Identify the resources, needs and expectations of the individual and the family

- Identify and assess emergency situations for the individual
- Provide ethical support and guidance Take into account the context of the individual's situation
- Contribute to the development and maintenance of the person's autonomy Respect the person's uniqueness and integrity
- Taking into account the individuality of each person in the design of their support programme
- Recognizing a person's skills, potential and difficulties

### References :

#### Neurosis

Assoun, P.-L., *L'angoisse*, Ed Economica, 2008.

Freud S., *Psychose, Névrose et Perversion*, Paris: P.U.F., 12th ed., 2004.

*Cinq psychanalyses*, Paris: PUF, 23rd ed. 2003.

"Le refoulement", 1915, in *Métapsychologie*, Paris: Gallimard, 1968, p.45-63.

"Au-delà du principe de plaisir", Paris: Payot & Rivage, 2001, p.47-128. Marty, F. *Psychopathologie de l'adulte : 10 cas cliniques*, In Press, 2009.

Mazeran V., Olindo-Weber S., *Pour une théorie du sujet-limite. L'originare et le trauma*. Paris: L'Harmattan, 1994.

Roussillon R. (ss. La dir.), *Manuel de psychologie et de psychopathologie, clinique générale*, Elsevier Masson, 2014.

#### Perversion and borderline states

Bergeret, J. (1970). "Les état-limites", in *Revue française de psychanalyse*, 34 n°4, pp. 600-634.

Bergeret, J. (1972). *Psychologie pathologique*. Paris: Masson.

# MASTER

## GENERAL DESCRIPTION

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- Bergeret, J. (1975). La dépression et les états-limites. Payot Paris
- Grégoire, M., « Slam, Chemsex et addiction sexuelle », *Psychotropes*, 2016/3, p. 83 à 96.
- Kernberg, O. Les troubles limites de la personnalité. Paris : Dunod.
- Kohut, H. Le soi, Paris : P.U.F. Col. Le fil rouge.
- Marcelli, D. Les états-limites. Paris : P.U.F. Col Nodules.
- Freud, S. Psychose, névrose et perversion, Paris : Presses Universitaires de France, 12e éd., 2004.
- Khan, M. (1981). Figures de la perversion, Paris : Gallimard.
- Le Breton, D., « Le contrecorps de la toxicomanie », *Le sociographe*, 2012/3, p.55 à 64.
- Le Poulichet, S. (2003). Psychanalyse de l'informe, Paris : Editions Flammarion.
- Marty, F. « Les risques d'évolution perverse », *Psychologie clinique et projective*, 2006/1, p. 251-276.
- Llari, P., « Une éduc en CAARUD », *Le sociographe*, 2012/3, p.80 à 85.
- Levivier, M. et Perea, F. , « Ecouter parler – Entendre dire », *Le sociographe*, 2012/3, p. 69 à 79.
- Racamier, J.-C. (1986), Agonie psychique, déni psychotique et perversion narcissique.
- Racamier, J.-C. (1987), La perversion narcissique.
- Reveillaud M. et Smaniotto B. (2017), Dé-monstrer : comprendre et aider ceux qui sont traités de monstres. Paris : In Press.
- Searles (H.) Mon expérience des états-limites. Connaissance de l'inconscient NRF.
- Zagury, D. (2010). L'énigme des tueurs en série. Paris : Pocket.
- Zagury, D. (2002). « les serial killers sont-ils des tueurs sadiques ? », *revue française de psychanalyse*, p.1195-1213.

Podcast : L'expertise de l'horreur, Daniel Zagury. France Culture. Emission à voix nue. Semaine du 19 février 2018.

Films : The panic in Needle Park (sur la toxicomanie à NY)  
Shame (sur l'addiction sexuelle ou hypersexualité)

# MASTER

## GENERAL DESCRIPTION

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MARTINEZ, David

MS1 [A2] Sexual disorders

Hourly volume : 18H

### Assessment method :

Paper and oral exam

### Objectives and content:

#### Objectives

Acquire knowledge about sex life, from the normal to the pathological.

#### Content

Sexuality in psychoanalysis and psychiatry

Semiology and nosography of sexual disorders

Paraphilias and addictions

#### Skills developed

Learn about the history of sexual disorders in psychoanalysis and psychiatry.

Know the different sexual disorders within the main psychiatric nosographies.

Understand the most common reasons for sexual consultations and their psychopathological and therapeutic implications.

#### References :

Kapsambelis, Vassilis (2018). Manuel de psychiatrie clinique et psychopathologique de l'adulte (3ème Éd.). Quadrige manuels, Presses universitaires de France

Desprats-Péquignot, Catherine (1992). La psychopathologie de la vie sexuelle (1ère Éd.). Presses universitaires de France

André, Jacques ; Estellon, Vincent (2019). Que sais-je? La vie sexuelle (1ère Éd.). La bibliothèque

Grunberger, Bela ; Chasseguet-Smirgel, Janine. Les perversions, les chemins de traverse. Paris, Editions Chou

Tribolet, Serge (2005). Nouveau précis de sémiologie des troubles psychiques. Paris, Éditions Heures de France.

Organisation Mondiale de la Santé (2000). Classification internationale des troubles mentaux et des troubles du comportement. Descriptions cliniques et directives pour le diagnostic. Dixième révision. Paris, Masson.

American Psychiatric Association (2015). DSM-5 Manuel diagnostique et statistique des troubles mentaux (5ème Éd.). Elsevier-Masson

# MASTER

## GENERAL DESCRIPTION

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SPOLJAR, Philippe

MS2 (A3) History and development of transcultural psychotherapy  
(Phenomenological clinic and psychopathology)

Hourly volume : 18H

### Assessment method :

1ère et 2ème Sessions : Question de cours ou commentaire de texte

### Objectives and content:

#### Objectives

- Introduction to the concepts and approach of phenomenological psychology and psychopathology
- Introduction to clinical practice based on phenomenological theory and methodology

#### content

This course aims to introduce students to the phenomenological discipline, defined by its founder E. Husserl as "the science of phenomena", which provides a conceptual, methodological and epistemological foundation for clinical psychology and psychopathology. After a brief presentation of a few historical landmarks, the following themes will be developed:

- the notions needed to explore and describe the field of consciousness: intentionality, the constitution of the object, and the structures of human experience.
- analysis of time from the perspective of the constitution of duration, and the corresponding mechanisms of retention and protention
- a contrastive presentation of the instances of the Self (ipsity structures) and the Ego (idemity structures)

This distinction between Self and Ego is the starting point for psychopathological reflection on the two groups constituted by psychoses and neuroses.

# MASTER

## GENERAL DESCRIPTION

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### Course outline

#### 1. Introduction

##### 1.1. Presentation

##### 1.2. Historical and epistemological context

#### 2. The phenomenology of consciousness

##### 2.1. The experience of consciousness

##### 2.2. Intentional awareness

##### 2.3. The constitution of the object

##### 2.4. Registers of consciousness

##### 2.5. "Habitualities and the unconscious

#### 3. Time lived

##### 3.1. The constitution of lived time

##### 3.2. Temporality and historicity

##### 3.3. Psychopathology of lived time

#### 4. Idem et ipse: Self and I

##### 4.1. Phenomenological and psychological subjects

##### 4.2. Pathologies of the Self and the Ego

### Skills developed :

- Knowledge of major themes and concepts concepts of phenomenology and phenomenological psychopathology
- Initiation to the application of this knowledge in a clinical case study or psychopathological analysis.

### References :

Charbonneau, Georges (2010). Introduction à the psychopathologie phénoménologique. t . 1 , Fondements et principes généraux, corporéité et mienneté, névroses et personnalités pathologiques, intersubjectivité, Paris: MJW.

Charbonneau, Georges (2010). Introduction à the psychopathologie phénoménologique. t. 2. Ipséité et phenomenological mind, le délire, l'expérience paranoïaque, dépressions et pathologies de la temporalité, les pathologies de l'historiité humaine, Paris, MJW.

Minkowski Eugène (1966). Traité de psychopathologie, Le Plessis-Robinson: Institut Synthélabo, 1999.

# MASTER

## GENERAL DESCRIPTION

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ASSOUN, Paul-Laurent

MS1 [A4] History, development and principles fundamentals from transcultural psychotherapy

Hourly volume : 18H

### Assessment method :

Written exam

### Objectives and content:

#### Objectives

- Examine the cultural foundations of psychotherapeutic practices and their theoretical conceptions. Reread the question of transculturality through the lens of psychoanalytic anthropology, from both the cultural and psychotherapeutic points of view. Define the notion of psychoanalytic anthropology, its fundamental principles and conceptual operators.
- Demonstrating the interaction between culture and the unconscious. Cultures and Culture, "transculturality" put to the test of knowledge of the unconscious.
- Present the Freudian corpus of psychoanalytic anthropology in its content and genesis. Demonstrate the dialectic between metapsychology and cultural theory.

#### Content

Culturalism versus psychoanalytic anthropology

- The cultural underpinnings of psychotherapeutic intervention. The unconscious subject or the Freudian model. The self or the Anglo-Saxon model (Winnicott).

Transcultural psychoanalysis: the status of the subject in non-Western societies.

- Psychoanalysis and social sciences: culture in the Freudian path. Drive and culture: the cultural stakes of sexuality. Neurosis as a "social symptom": "civilized sexual morality" and modernity. The unconscious, the forbidden and the collective: Totem and taboo. Ethnology and the clinic: obsessive neurosis and infantile phobia. The Murder of the Father or the Original Crime of Culture. Social bonds and institutions: social psychology. Narcissism and the collective: the ego ideal and the institution. Sublimation: the cultural destiny of the drive. Malaise in culture and cultural superego. Death drive, aggression and the social bond.

# MASTER

## GENERAL DESCRIPTION

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### **Skills developed:**

Identify the consequences of the socio-cultural context for psychotherapeutic practice and its theoretical tools. Master the major operators of psychoanalytic anthropology and their usefulness for the social contextualization of clinical cases and the subject's relationship with the other.

### **References:**

ASSOUN Paul-Laurent Freud et les sciences sociales. Psychoanalysis and theory of culture, Armand Colin, 2nd ed. 2008.

FREUD Sigmund Civilized Sexual Morality and Modern Nervousness, 1908

FREUD Sigmund Totem and Taboo, 1913

FREUD Sigmund Crowd psychology and ego analysis, 1921

FREUD Sigmund, Malaise in Culture, 1930 In OEuvres, Presses Universitaires de France

# MASTER

## GENERAL DESCRIPTION

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ESCRIBANO, Georges

MS1 [A5] Personality theory and psychological development

Hourly volume : 18H

**Mode d'évaluation :**

Written exam

**Objectives and content:**

**Objectives**

The aim is for the student to integrate the links between psychopathological manifestations and blockages (in terms of regression/fixation) during psychogenetic development.

**Content**

Study of the various models of psychogenetic development (S. Freud, M. Klein, A. Gessel, E. Erikson, L. Kohlberg) and reflection on the links between these blockages and psychopathological manifestations.

**Skills developed :**

Identify development bottlenecks at the time of diagnosis.

**References :**

Erikson E. (1959). *Enfant et Société*, in A.P.P. Neuchâtel

Freud, S. *La vie Sexuelle*, PUF

Gessel, A. *Le Jeune Enfant dans la Civilisation Moderne*, PUF

Klein, M. *Development of a thought*. PUF

Kohlberg, L. *Essays on Moral Development, in The Philosophy of Moral Development*" Harper & Row

Moessinger, P. *La Psychologie de la Morale*, PUF

Segal, H., *Introduction à l'oeuvre de Mélanie Klein* " PUF



# MASTER

## GENERAL DESCRIPTION

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SIMON-SCHRECROUN, Céline

MS1 [A6] Psychopathology : Psychoanalysis of limits

Hourly volume : 12H

**Assessment method :**

Oral exam

**Objectives and content:**

### Objectives

Understand the history of the psychopathology of addictive behaviors, the specific features of addictive behaviors and how to recognize what is pathological. Reflect on the management of these pathologies in the light of current theories and treatment methods.

### Content

#### Psychopathology of addictive behaviors

This course focuses on the normal and pathological social behaviours associated with risk behaviours, particularly addictive behaviours, and the question of limits. After defining the psychopathology of addictive behaviours, the various theoretical approaches to addiction (systemic, cognitive-behavioural, biopsychosocial, psychoanalytical, neurobiological, integrative) will be highlighted, followed by a selection of illicit and licit addictions. The management of these pathologies and the role of the psychologist with these patients will be the subject of reflection on professional practices.

### Skills developed

- Analyze a situation using the concepts provided
- Develop a theoretically and empirically justified intervention plan
- Think and act as a psychologist, in an ethical manner.

### References :

- Descombey, J.P. (2005). L'économie addictive. Paris : Dunod
- Piedinielli, J.-L., Rouan, G., Gimenez, G., Bertagne, P. Psychopathologie des conduites à risques. Annales Médico Psychologiques 163 (2005) 30-36

# MASTER

## GENERAL DESCRIPTION

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- Reynaud, M. (2005). Addictions et psychiatrie. Paris : Masson
- Varescon, I. (2005). Psychopathologie des conduites addictives : alcoolisme et toxicomanie. Paris : Belin
- Varescon, I. (2008). Addictions. In Cours de Psychologie Master. Sous la direction de A. Blanchet et S. Ionescu. Paris : PUF

# MASTER

## GENERAL DESCRIPTION

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### MODULE B

#### Research methods

COGNET, Anna

MS1 [B1] Empirical research methods in psychotherapy: quantitative method

Hourly volume : 9H

#### Assessment method :

Preparation of thesis draft

#### Objectives and content:

##### Objectives

- To provide students with the tools and skills needed to design and produce a research dissertation, from the choice of subject to the final draft.
- Focus on the research interview

##### Content

1. General introduction to psychological research
2. Finding your subject
3. Constructing your problem
4. Assessing feasibility
5. Choosing the right methodology
6. Selecting the study population
7. Data analysis
8. Writing and structuring your dissertation
9. Choice of seminar director

# MASTER

## GENERAL DESCRIPTION

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### **Skills developed:**

Understanding research methodology.

Know the different qualitative, quantitative and mixed methods.

### **References :**

- Devereux, G. (1980). De l'angoisse à la méthode dans les sciences du comportement. Flammarion. ISBN : 978-2-08-211125-2.
- Revault d'Allonnes, C. (1989). La démarche clinique en sciences humaines : documents, méthodes, problèmes. Bordas. ISBN : 978-2-04-018671-5.

# MASTER

## GENERAL DESCRIPTION

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### MODULE C

#### Practical Workshops

GOZLAN Angélique  
MS1 (C1) Treatment techniques I (therapeutic mediation)  
Hourly volume : 18H

#### Assessment method :

1st and 2nd sessions: creation of a therapeutic project using a mediation

#### Objectives and content:

##### Objectives

The aim of this module is to acquire the fundamental elements for thinking about therapeutic mediations and knowing how to implement them in clinical practice.

##### Content

- Therapeutic mediation: definition and therapeutic issues for individuals and groups
- Obstacles and levers to setting up mediation projects with artistic and cultural institutions
- Learn about different forms of mediation: storytelling, painting, theater, dance, digital technology, pet therapy, etc.

The course will combine theoretical and practical parts, experimenting with mediation. Time will be set aside for each student to write a therapeutically mediated clinical project for an institution.

#### Skills developed :

- Acquire new knowledge of treatment techniques Experience mediation in a group setting
- Create a clinical project for therapeutic mediation based on personal and institutional interests (articulation of experiential and theoretical knowledge to serve the internship field).

# MASTER

## GENERAL DESCRIPTION

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### References :

- AGAMBEN G., Qu'est ce qu'un dispositif ? », Editions Payot & Rivages, 2007.
- AUBOURG, F. (2003). Winnicott et la créativité. *Le Coq-héron*, no 173,(2), 21-30.
- BECKER (1982-1988), *Les mondes de l'art*. Paris : Flammarion.
- BLEGER, J. (1979). « Psychanalyse du cadre psychanalytique », in R. KAËS (éd.), *Crise, rupture et dépassement. Analyse institutionnelle en psychanalyse individuelle et groupale* Paris, Dunod, pp. 255-285.
- BOZEC G. (ss dir.), *Les parcours « La Culture et l'Art au Collège » : enquête sur un dispositif d'éducation artistique et culturelle*, Université Paris Descartes, 2013.
- BRUN, A. (2013). *Le manuel des médiations thérapeutiques*. Paris : Dunod.
- CASEMAJOR N. (ss la dir.), *Expériences critiques de la médiation culturelle »*, Paris : Hermann, 2017.
- CICCONE A. (2013). *L'observation clinique*, Paris : Dunod.
- CICCONE A., « Enveloppe psychique et fonction contenante : modèles et pratiques », *Cahiers de psychologie clinique*, 2001/2, n°17.
- DELION P. (ss dir.), *L'observation du bébé selon Esther Bick*, Erès, 2004.
- DOUCET S., *Les territoires de l'éducation artistique et culturelle*, Rapport au Premier ministre 2017.
- FILIOD J.P. (ss dir.), *Le sensible-comme-connaissance. Evaluer les pratiques au seuil de l'expérience*, Rapport final, Novembre 2014, Université Lyon 1.
- FREUD, A. (1945). *Le traitement psychanalytique des enfants*. Paris : PUF, 1955.
- FREUD, S. (1910) « Cinquième conférence », in *sur la psychanalyse. Cinq conférences*. Paris : Gallimard, 1991.
- FREUD, S. (1927). « L'avenir d'une illusion », dans *Œuvres complètes volume XVIII*, Paris, Presses Universitaires de France, 2015, p. 141 – 197.
- GASSMANN X., MASSON C., (2013). « There is No Art Therapy: A Proposal for an Art Workshop Scheme in Work with Young Adults ». (Il n'y a pas d'artthérapie : proposition d'un dispositif d'ateliers d'artistes à l'hôpital pour adolescents), *American Imago*, volume 71, Issue 1, spring 2014, pp.5366.
- GERMAIN-THOMAS P., *Que fait la danse à l'école ? Enquête au cœur d'une utopie possible*, Toulouse : Editions de l'Attribut, 2016, p.39-40.
- GOZLAN A. (2019). *Médiations à l'adolescence*. Chapitre 14. In *Le manuel des médiations thérapeutiques*. SS la dir. A. Brun, Paris : Dunod.
- GOZLAN A., MASSON C. (2018). « Arts with Teenagers : A French Experience », dans Huss E. et Bos E. (dir.) *Art's use in Social Practices*, Amsterdam : Routledge editors.

# MASTER

## GENERAL DESCRIPTION

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GOZLAN A., POTIER R. (2017). « La croyance à l'épreuve du groupe », Revue L'autre.

GOZLAN A. (2016). Le manga animé, objet culturel de relation en psychothérapie d'adolescent, Psychothérapies.

GOZLAN A. & all. (2015). Témoigner du travail en CATTP : de la dimension multifocale à l'être sujet. Topique, 130 (1).

GUTTON P. (2003). Le pubertaire, Paris : P.U.F., collection Quadrige.

HIMES, M. (2014). « Un verbal à la seconde puissance », dans Les médiations thérapeutiques par l'art (sous la dir. de VINOT, F. VIVES, J.-M.), Toulouse, Edition Erès, 2014, p. 95-126.

JACOB SUBRENAT, V. (2009). « Du sujet renaissant de l'intimité à l'intime révélés dans l'art », Cliniques méditerranéennes, 80, p. 177-190.

JEAMMET P., « Spécificités de la psychothérapie psychanalytique à l'adolescence », Psychothérapies, 2002/2.

KAËS, R. (2012). Conteneurs et métaconteneurs, Journal de la psychanalyse de l'enfant, 2012/2 (Vol. 2), DOI : 10.3917/jpe.004.0643, pp.643-660. Cf., pour une bibliographie chronologique de René Kaës : <https://www.cairn.info/l-experience-du-groupe--9782100547241-page-243.htm>

KAËS, R. (2004). « Médiation, analyse transitionnelle et formations intermédiaires », in Les processus psychiques de la médiation. Paris : Dunod.

KAINE, E., BERGERON-MARTEL, O., MORASSE, C. « L'artiste-médiateur : un transmetteur de l'expérience de l'autre », in N. CASEMAJOR (ss la dir.), Expériences critiques de la médiation culturelle », Paris : Hermann, 2017.

KESTEMBERG E., L'adolescence à vif, Paris : P.U.F, 1999.

KLEIN, M. (1921-1945). Essais de psychanalyse. Paris : Payot, 1968.

LACAN, J. (1973-1974). Le séminaire, livre XXI : Les non-dupes errent, Séminaire inédit.

LACAN, J. (1976-1977). Le séminaire, livre XXIV : L'insu que sait de l'une-bévue s'aile à moure, Séminaire inédit.

LANGOUCHE, A. & al., « Les compétences transversales : une incitation à faire apprendre à apprendre. Information pédagogique », 1996, n°24, repéré à : [http://educacom.info/pedagogie-recherche/article-master/20-competence\\_transversales.pdf](http://educacom.info/pedagogie-recherche/article-master/20-competence_transversales.pdf)

MASSON, C. ET GASSMANN, X. (2012). Un pas pour jouer, jouer sur le pas : rêver/créer, Adolescence, n°81, GREUPP, L'Esprit du Temps, Le Bouscat, pp.617633 (CLI, INIST, CAIRN, PsycINFO)

MASSON, C. (ss la dir.) Psychisme et création. Le lieu du créer – Topique et « crise », Paris : L'esprit du temps, 2004.

MILLOT, C. (1979). Freud anti-pédagogue, Paris, Navarin.

# MASTER

## GENERAL DESCRIPTION

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MILNER, M. (1977). « Le rôle de l'illusion dans la formation du symbole », *Revue de psychanalyse*, 1979, n°5-6, p.844-874.

ROUCHY J.-C., « La conception du dispositif de groupe dans différents cadres institutionnels », *Revue de psychothérapie psychanalytique de groupe*, 2006/2, n°47.

ROGIER J.M. (1994). *Le latin et les compétences transversales. Cette réforme dont vous êtes le héraut*, F.E.Se.C., Bruxelles.

ROUSSILLON R., « Le cadre-dispositif », repéré à <https://reneroussillon.com/cadre-dispositif/>

ROUSSILLON, R. (2008). *Le transitionnel, le sexuel et la réflexivité*, Paris, Dunod.

SCHAUDER, S. (2013). « Qu'apporte la médiation thérapeutique en situation de handicap ? » In S. Korff-Sausse, (éd.) *Art et Handicap* (pp.177-194). Ramonville St-Agne : Erès.

SINGLY De, F. (2003). « Les tensions normatives de la modernité », *Education et sociétés*,11, p. 11-33.

VINOT, F., « Médiation et pulsion : qu'est-ce qu'un dispositif ? », in Vinot, F., Vives, J.-M., (Dir.), *Les médiations thérapeutiques par l'art*. Toulouse : Edition Erès, 2014. pp. 199-220.

VIVES J.M. (ss. dir.) *Evaluation et modélisation du dispositif en place dans les Ateliers Pédagogiques*, I. Orrado, Université Nice Sophia Antipolis, 2016.

WAJCMAN, G. (2004). *Fenêtre : chronique du regard et de l'intime*, Lonrai, Verdier.

WINNICOTT, D. W. (1958). *De la pédiatrie à la psychanalyse*. Paris : Payot, 1976.

WINNICOTT, D. W. (1971). *Jeu et réalité*, Paris, Gallimard.

WINNICOTT, D.W. « Vivre créativement », in *Conversations ordinaires*, Paris : Gallimard, 1988.

WINNICOTT, D. W., *L'enfant et le monde extérieur*, Paris : Payot, 1989.



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**KESTEMONT, Paul**

**MS1 (C2) Psychotherapeutic diagnosis and setting up a therapeutic framework**

**Hourly volume : 18H**

**Assessment method :**

Written exam

**Objectives and content:**

**Objectives**

Psychotherapeutic diagnosis and intervention strategy

Assessment of psychotherapeutic goals

Setting up the psychotherapeutic framework

**Content**

Introduction to the usefulness of diagnosis in psychotherapy

Symptomatic diagnosis and structural diagnosis

Diagnosis in psychodynamic approaches

Diagnosis in phenomenological and humanistic approaches

Diagnosis in cognitive-behavioral approaches

Diagnosis in systems approaches

Different ways of conceiving the therapeutic framework

Complementarity of different approaches

**Skills developed :**

At the end of this course, the student will be able to diagnose a personality structure and the corresponding pathologies.

Depending on the approach chosen, the student will be able to set up an appropriate therapeutic framework.

**References :**

- Bergeret, Jean (1985). La personnalité normale et pathologique. Paris : Dunod
- Barnhill, John (2016). DSM-5 Cas cliniques. Issy-les-Moulineaux : Elsevier Masson
- Delbrouck, Michel (2008). Psychopathologie. Manuel à l'usage du médecin et du psychothérapeute. Bruxelles : Ed de Boeck

# MASTER

## GENERAL DESCRIPTION

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- Delbrouck, Michel (2016). La relation thérapeutique en médecine et en psychothérapie. Bruxelles : Ed de Boeck
- Yalom, Irvin (2002). L'art de la thérapie. Paris : Ed Galaade
- Yalom, Irvin (2008). Thérapie existentielle. Paris : Ed Galaade
- Van Wynsberghe, Jacques (2015). Pour une psychanalyse ouverte et créative. Bruxelles : Ed Le Phénix bleu

**BELLIR, Baya**

**MS1 (C3) Setting up the therapeutic framework**

**Hourly volume : 6h**

# MASTER

## GENERAL DESCRIPTION

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### MODULE D

### Clinical psychology and psychopathology

MERAND, Margaux

MS1 [D1] Psychological structure and clinical psychopathology: Case studies

Hourly volume : 18H

**Assessment method :**

Paper

**Objectives and content:**

#### Objectives

- Define the concepts of health and pathology.
- Historicize a diagnosis.
- Moving from general theoretical conceptualization to individual clinical application.
- The variety of empirical forms.
- Handling the analytical device in the treatment of patients with TCA.

#### Content

- Reflection conceptual on the nature of relationships between normal and pathological: the definition of disorder in psychopathology ;
- Definition / conceptualization of borderline cases and ACTs; Clinical & situational aspects; Mobilization of different etiological models;
- Understand the singularity of depression associated with CAT and remission (mainly Winnicottian theory).

# MASTER

## GENERAL DESCRIPTION

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### Skills developed :

Master philosophical concepts in the field of health.

Transpose theoretical understanding into a clinical approach to patient suffering.

Adapting the therapeutic framework to borderline cases.

To be able to intervene effectively to preserve and strengthen the relationship with the patient.

### References :

- BRUCH, H., L'énigme de l'anorexie [The golden cage. The enigma of anorexia nervosa], trad. Anne Rivière, Coll. Perspectives critiques, Presses Universitaires de France, Paris, 1979.
- BRUSSET, B., Psychopathologie de l'anorexie mentale, éd. Dunot, Coll. « Psychismes », Paris, 2009.
- CANGUILHEM, G., Le normal et le pathologique, Paris, PUF, 1966, 11e édition « Quadrige », 3e tirage, 2011.
- DARMON, M., Devenir anorexique. Une approche sociologique, La Découverte, coll. « Poche », n° 270, 2008, 350 p. (réédition de l'ouvrage publié dans la collection Textes à l'appui/Laboratoire des sciences sociales en 2003).
- EHRENBERG, A., La fatigue d'être soi, Dépression et société, Paris, Odile Jacob, 2000 [1998].
- FREUD, S., Deuil et mélancolie (1917), Paris, Editions Payot & Rivages, 2011, trad. Aline Weill.
- La féminité, Paris, Payot & Rivages, 2016.
- GREEN, A., La folie privée, Psychanalyse des cas-limites, II, « L'analyste, la symbolisation et l'absence dans le cadre analytique », Gallimard, Paris, 1990.
- JEAMMET, P., « Contrat et contraintes. Dimension psychologique de l'hospitalisation dans le traitement de l'anorexie mentale », Psychologie française, 29, 1984.
- KAFKA, F., Un artiste de la faim. A la colonie pénitentiaire et autres récits, trad. nouvelle, préface et notes de Claude David, Paris, Gallimard, coll. « Folio », 1990.
- LEMOINE, M., « La définition des « troubles mentaux ». Brève introduction à une question fondamentale de la philosophie de la psychiatrie contemporaine », L'enseignement philosophique, vol. 62e année, no. 2, 2012.
- MCDUGALL, J., « L'économie psychique de l'addiction », Revue française de psychanalyse, vol. 68, no. 2, 2004.
- OGDEN, T. H., Expériences en analyse, Vivre enfin les vies non vécues, trad. Groupe de travail Ogden, Paris, Ithaque, 2023 [2016].
- TATOSSIAN, A., La Phénoménologie Des Psychoses, Paris, L'art Du Comprendre, 1997.
- WINNICOTT, D. W., La crainte de l'effondrement et autres situations cliniques, Paris, Gallimard, 2000 [1989].
- La capacité d'être seul, Paris, Payot, 1989.
- La mère suffisamment bonne, Paris, Payot, 1996, 1997.

# MASTER 2

## 3RD SEMESTER

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# MASTER

## GENERAL DESCRIPTION

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### MODULE A

### Principles clinical and theoretical in Transcultural Psychotherapy

MARTINEZ, David

MS3 (A1) Differential psychopathology II: Psychoses

Hourly volume : 18H

#### Assessment method :

Oral examination and presentation

#### Objectives and content :

##### Objectives

Understanding the psychotherapeutic experience from a general theoretical and neuroscientific perspective

##### Content

Acquire knowledge of the definitions of the unconscious in psychoanalysis and neuroscience, with their points of convergence and their differences.

Deepen knowledge of the various therapeutic effects that can emerge within psychotherapy, by cross-referencing these data with neuroscience.

#### Skills developed :

Deepen your knowledge of general concepts such as psychotherapy and the unconscious, as well as their links, differences and specificities in relation to neuroscience.

#### References :

Bonnet, Gérard (2022). *Psychanalyse et neurobiologie*. Paris, éditions In Press.

Dayan, Jacques (2015). *Le bébé des neurosciences*. Paris, Erès.

Bayle, Gérard (2010). *L'inconscient freudien*. Paris, monographies et débats de psychanalyse, RFP.

# MASTER

## GENERAL DESCRIPTION

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SPOLJAR, Philippe

MS3 (A2) Psychopathology differential : Phenomenology and existential analysis

Hourly volume : 18H

**Assessment method :**

Case study

**Objectives and content:**

**Objectives**

This course extends Master 1's introduction to phenomenology by focusing on existential analysis.

**Content**

The proposed themes are as follows:

1. Paranoia, presented both from a phenomenological perspective and as a "lived experience", thus enabling a transition between the two disciplines.
2. Several fundamental notions of phenomenological anthropology and existential analysis:
  - Presence, dwelling in the world, the distinction between meaning and significance, "presumption" and "directions of meaning".
  - and the main orientations and critical analyses of existential analysis as a psychotherapeutic practice.

**Skills developed:**

- Knowledge of the main themes and concepts of existential analysis and phenomenological anthropology
- Ability to apply this knowledge in a clinical case study, psychopathological analysis or psychotherapeutic work.

# MASTER

## GENERAL DESCRIPTION

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### Detailed course outline

1. The paranoid experience
  - 1.1. A case of paranoia
    - 1.1.1. "The Edgar Charles case"
  - 1.2. Inner tension
    - 1.2.1. Ontological tenacity
    - 1.2.2. Preparanoid positions
    - 1.2.3. Pathological reactions
  - 1.3. The anthropological meaning of verticality
    - 1.3.1. Size, height: paranoid space
    - 1.3.2. Paranoid presumption
    - 1.3.3. Ipsoidal height and ontological devaluation: the anguish of the fall
  - 1.4. The relationship between Self and Ego
    - 1.4.1. Paranoid adherence of the Self to the Ego
    - 1.4.2. The difficulty of maintaining oneself
    - 1.4.3. Paranoid overmiennization
  - 1.5. The relationship between the Self and the World
    - 1.5.1. The facticity of the world
    - 1.5.2. Distrust and the "flairment of the world"
    - 1.5.3. Experiences of coincidence
  - 1.6. Delusional episodes
    - 1.6.1. Decompensation
    - 1.6.2. Delusional themes
    - 1.6.3. The narratological function of the theme
    - 1.6.4. Jealousy
  - 1.7. Others and their proximity
  - 1.8. Synthesis: psychopathological analysis
2. Phenomenological anthropology and existential analysis
  - 2.1. Existential analytics
    - 2.1.1. The existence
    - 2.1.2. "Being-in-the-world", Dasein
    - 2.1.3. The invariants of human existence
    - 2.1.4. Presence, Openness
    - 2.1.5. Worry (die Sorge); being-for-death
  - 2.2. Existential analysis
    - 2.2.1. The there of being-there
    - 2.2.2. Existential structures
  - 2.3. Space and intersubjectivity (Case study)
    - 2.3.1. Symptoms



# MASTER

## GENERAL DESCRIPTION

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- 2.3.2. Clinical research
- 2.3.3. Evolutionary phases
- 2.3.4. An etiological hypothesis
- 2.3.5. The case of Anne Desgranges
- 2.3.6. Therapeutic benefits
- 2.3.7. Psychopathological perspective: a pathology of proximity
- 2.4. From phenomenology to existential analysis
  - 2.4.1. Thematic forms and content
  - 2.4.2. Psychopathological perspectives: the "flexions" of being
- 2.5. Symptom and time (Case study)
- 3. Existential psychotherapy
  - 3.1. An explicitation clinic
  - 3.2. Portage and sharing
  - 3.3. Solitude
  - 3.4. A contrastive approach to psychotherapy
  - 3.5. Existential psychoanalysis" (Sartre)

### References :

- Binswanger Ludwig, *Analyse existentielle, psychiatrie clinique et psychanalyse. Discours, parcours et Freud*, Paris, Gallimard [1970], coll. "Tel", 1981.
- Binswanger Ludwig, *Introduction à l'analyse existentielle*, Paris, Minuit, 1971.
- Binswanger Ludwig, *Phénoménologie, psychologie, psychiatrie*, Paris, Vrin, 2016
- Cabestan Philippe, *Daseinsanalyse, phénoménologie et psychiatrie*, Paris, Vrin, 2011.
- Cabestan Philippe, *Dastur Françoise, Daseinsanalyse*, Paris, Vrin, 2011.
- Chamond Jeanine, (dir.), *Les directions de sens. Phénoménologie et psychopathologie de l'espace vécu*, Le Cercle Herméneutique Editeur, 2005.
- Kuhn Roland, *Ecrits sur l'analyse existentielle*, Paris, L'Harmattan, 2007.
- Mucchielli Roger, *Analyse existentielle et psychothérapie phénoméno-structurale*, Bruxelles, Charles Dessart, 1967.
- Rometti Claire, « Significations existentielles de la souffrance au travail », *La précarité comme être sans. Sens anthropologique et phénoménologique de la situation précaire*, Le Cercle herméneutique, 2018, p. 167-178.

# MASTER

## GENERAL DESCRIPTION

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### ESCRIBANO Georges

MS3 (A3) Psychosomatics

Hourly volume : 18H

#### Assessment method :

Paper

#### Objectives and content :

##### Objectives

Integration of psychosomatic models to refine diagnoses.

##### Content

- Introduction to psychosomatics
- History
- Psychoanalytical approaches
- Medical approaches
- Current theories
- Psychosomatic diagnoses.

#### Skills developed :

The aim is to help students develop diagnostic skills and intervention strategies for their practice.

#### References :

Alexander, F. 1977 La médecine Psychosomatique, Ed. PBP

Anzieu, D. 1985 Le moi Peau Paris Dunod

Damasio, A. 2010 L'autre moi-même. Les nouvelles cartes du cerveau de la conscience et des émotions Paris Odile Jacob

DE M'Uzan, M. 1997 Genèse du symptôme somatique. Trois hypothèses théoriques et suivi d'une cure. Dans cliniques psychosomatiques. Paris PUF

Doucet, C. 2001 La psychosomatique : théorie et clinique Paris A. Colin

Marty, P. 1963 L'investigation psychosomatique Paris PUF

Servan-Schreiber, 2003 D. Guérir le stress, l'anxiété et la dépression sans médicaments ni psychanalyse. R. Lafont

Stora, J.B. 2013 La nouvelle approche psychosomatique Paris MJW éditions

# MASTER

## GENERAL DESCRIPTION

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WEYL, Dimitri

MS3 (A4) Current psychoanalysis: Narcissism and the subjectivation process

Hourly volume : 24H

**Assessment method :**

Paper

**Objectives and content:**

### Objectives

- Understand the recent and particularly current psychoanalytical notion of the subjectivation process
- Understanding the complexity of narcissism through its formation and development
- Linking the psychogenesis of narcissism to the process of subjectivation

### Content

Depending on the students' level of knowledge, we'll first look at the process of subjectivation, then at narcissism and its psychogenesis. We will also examine how these two issues illuminate the complexity of the psyche and its formation - from a dynamic and intersubjective point of view - as well as psychotherapeutic processes. Along the way, we'll develop a link between these two issues.

### Skills developed:

- Understand the complexity of narcissism, its fundamental relationship with the Other, its positivity and negativity.
- Understanding the importance of the still recent notion of subjectivation processes (in psychoanalytic theorizing), which is all too often overlooked.
- Be able to have a global and sufficiently precise vision of these two notions and then articulate them.
- See how these two issues help us to grasp the complexity of psychic movements from a dynamic point of view, and are decisive in the conduct of psychotherapy or psychoanalytic treatment.

# MASTER

## GENERAL DESCRIPTION

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### References :

Textes fondamentaux à connaître :

Freud Sigmund (1914) « Pour introduire le narcissisme », in La Vie sexuelle, Paris, PUF, 1995, p. 81 à 105.

Lacan Jacques (1949) « Le stade du miroir comme formateur de la fonction du Je », in Ecrits, Paris, Seuil, 1966.

Winnicott Donald Woods (1967) « Le rôle de miroir de la mère et de la famille » in Jeu et réalité, Paris, Gallimard, 1975, p. 203 à 214.

Dolto Françoise

- (1984) L'Image inconsciente du corps, Paris, Seuil

- (1992) L'Enfant du miroir, Paris, Payot

Laplanche Jean et Pontalis Jean Bertrand (1967) Vocabulaire de la psychanalyse, Paris, PUF, 1974. (Les deux entrées sur le narcissisme : Narcissisme, Narcissisme primaire et secondaire.)

Pour ceux qui veulent approfondir la question du narcissisme :

Grunberger Béla

- (1975) Le Narcissisme, Paris, Payot

- (1989) Narcisse et Anubis, Paris, Des femmes

Green André

- (1976) « Un, Autre, Neutre : valeurs narcissiques du Même », Narcisses, Nouvelle Revue de Psychanalyse, numéro 13, Gallimard, Printemps 1976

- (1983) Narcissisme de vie narcissisme de mort, Paris, Minuit

- (2005) « Vingt ans après, Narcisse Janus », in Libres Cahiers pour la psychanalyse, S'Aimer, « Pour introduire le narcissisme », Numéro 11, Paris, In Press, printemps 2005

- McDougall Joyce (1976), « Narcisse en quête de source » in Narcisses, Nouvelle revue de Psychanalyse, n° 13, Paris, Gallimard

Kernberg Otto

- (1976) « Narcissisme normal et narcissisme pathologique. » in Narcisses, Nouvelle revue de Psychanalyse, n° 13, Paris, Gallimard

- (1975) La personnalité narcissique, 1975, Paris, Dunod

Lasch Christopher (1979), La culture du narcissisme, Paris, Champs Flammarion, 2006

Roussillon René (2011), « Déconstruction du narcissisme primaire », L'Année psychanalytique internationale, 2011/1 Volume 2011, p. 177-193.

# MASTER

## GENERAL DESCRIPTION

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### MODULE B

#### Research methods

LEMOINE, Noémie

MS3 [B1] Scientific research projects: qualitative method

Hourly volume : 12H

#### Assessment method :

Paper, presentation, case study, presentation of the progress of their research project methodology.

#### Objectives and content :

##### Objectives

Reflection on qualitative methodologies for end-of-study research projects.

##### Content

Design your research project using a qualitative method

Develop your skills in qualitative analysis of interview extracts

Build your research methodology

##### Skills developed :

Building a research project

Choosing the most appropriate methodology for your project

Knowing the different stages of your research project

# MASTER

## GENERAL DESCRIPTION

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### MODULE C

### Practical Workshops

SASSE, Charles

MS3 (C1) - Treatment techniques and clinical case studies

Hourly volume : 18H

#### Assessment method :

Paper

#### Objectives and content :

##### Objectives

- Learn more about the main currents and forms of psychodynamic psychotherapy.
- Apply to tools and interventions used in psychodynamic psychotherapy and validated by research.
- Develop a structured formulation of the relevant aspects of a clinical case.

##### Content

Topics covered include:

- the basic principles of psychodynamic psychotherapies, their forms (brief, supportive, expressive and interpretive) and their techniques, both specific and shared with other psychotherapeutic modalities.
- tools and interventions such as :
  - the Central Conflicting Relational Theme method (CCRT - L. Luborsky)
  - PIL (Psychodynamic Interventions List - Gumz ea, 2017) and PIRS (Psychodynamic Intervention Scale - Cooper & Bond, 1992)
  - the Structured Interview of Personality Organization (Kernberg, Caligor, Stern & Clarkin, 2016), and the SCID-II (First, Spitzer, Gibbon & Williams).
- the psychodynamic formulation of a clinical case and its various elements.

#### Skills developed :

Gain a broader and more integrative perspective of psychodynamic therapy models; be able to formulate and design a psychotherapeutic treatment in a way that structured and targeted to the patient's needs; integrate different interventions and techniques in a work psychotherapy.

# MASTER

## GENERAL DESCRIPTION

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### References

- Gabbard G. (2010). Psychothérapie psychodynamique. Issy-les-Moulinaux : Elsevier Masson
- Gabbard G. (2000). Psychodynamic Psychiatry in Clinical Practice (3d ed.). Washington D.C.: American Psychiatric Press
- Summers R., Barber J. (2010). Psychodynamic Therapy, A guide to Evidence-Based Practice. New-York: The Guilford Press
- Despland J-N., Michel L., de Roten Y. (2010). Intervention psychodynamique brève, un modèle de consultation thérapeutique de l'adulte. Issy-les-Moulinaux : Elsevier Masson
- Luborsky L., Crits-Christoph P. (1990). Understanding Transference: the CCRT Method. New York: Basic Books Inc
- Caligor E., Kernberg O., Clarkin J. (2007). Handbook of Dynamic Psychotherapy for Higher Level Personality Pathology. Washington DC: American Psychiatric Publishing Inc.
- Crits-Christoph P., Barber J. (1991). Handbook of Short-Term Dynamic Psychotherapy. New-York: Harper Collins
- Gabbard G., Litowitz B., Williams P. (2012). Textbook of Psychoanalysis (2d ed). Arlington: American Psychiatric Publishing
- Perry S., Cooper AM., Michels R. (1987). The psychodynamic formulation: its purpose, structure and clinical application. Am J Psychiatry 144:543-550

# MASTER

## GENERAL DESCRIPTION

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**KESTEMONT, Paul**

**MS3 (C2) Errors in diagnosis and psychotherapeutic treatment**

Hourly volume : 18H

**Assessment method :**

Written exam

**Objectives and content :**

**Objectives**

- Drawing up a differential diagnosis according to Bergeret and DSM5 criteria
- Psychotherapeutic indications and contraindications

**Content**

Introduction to the risks and consequences of diagnostic errors in psychotherapy

Reminder of Bergeret's nosography illustrated by clinical vignettes

Reflections on differential diagnoses

Personal limits as a clinician in the relationship with the patient

Clinical vignettes

Case studies

**Skills developed :**

Be able to draw up a differential diagnosis based on different nosographies (Bergeret, DSM5) and critically reflect on the therapeutic strategy adopted.

Be able to identify your own limits in listening to and monitoring certain patients

**References :**

Bergeret, Jean (1985). La personnalité normale et pathologique. Paris : Dunod

Barnhill, John (2016). DSM-5 Cas cliniques. Issy-les-Moulineaux : Elsevier Masson

Delbrouck, Michel (2008). Psychopathologie. Manuel à l'usage du médecin et du psychothérapeute. Bruxelles : Ed de Boeck

Delbrouck, Michel (2016). La relation thérapeutique en médecine et en psychothérapie. Bruxelles : Ed de Boeck

Yalom, Irvin (2002). L'art de la thérapie. Paris : Ed Galaade

Yalom, Irvin (2008). Thérapie existentielle. Paris : Ed Galaade

Van Wynsberghe, Jacques (2015). Pour une psychanalyse ouverte et créative. Bruxelles : Ed Le Phénix bleu



# MASTER

## GENERAL DESCRIPTION

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### MODULE D

### Clinical psychology and psychopathology

SASSE Charles

MS3 [D1] Clinical case study

Hourly volume : 6H

ASSOUN Paul Laurent

MS3 (F1) Psychoanalysis and social sciences: philosophical and clinical issues

Hourly volume : 18H

**Assessment method :**

Written exam

**Objectives and content :**

#### Objectives

- Examine the cultural foundations of psychotherapeutic practices and their theoretical concepts
- Rereading the question of transculturality through psychoanalytic anthropology from a dual cultural and psychotherapeutic perspective

#### Content

Culturalism versus psychoanalytic anthropology

- The cultural underpinnings of psychotherapeutic intervention The unconscious subject or the Freudian model
- The self or the Anglo-Saxon model (Winnicott)
- Transcultural psychoanalysis: the status of the subject in non-Western societies

**Skills developed :**

Clear the consequences for the practice psychotherapeutic practice and theoretical tools of the socio-cultural context.

**References :**

A reference chart will be provided during the course.

# MASTER

## GENERAL DESCRIPTION

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GOZLAN, Angélique  
MS3 (F2) Digital dangers

Hourly volume : 18H

**Assessment method :**  
Paper

**Objectives and content :**

### **Objectives**

Today, the use of digital technology has become commonplace, for everyone and particularly for adolescents. Yet few clinicians are trained to deal with the issues raised by these digital uses. It's essential to pay special attention to these issues, as they lead to the development of a psychopathology of everyday virtual life (Missonnier, 2005).

The main aim of this course is to introduce and open up a way of thinking about the various uses of digital technology, in order to consider their excesses and how they can be dealt with as clinical psychologists. We will focus mainly on the clinic of adolescence. Identify the communication and socialization tools used by today's teenagers on the Internet.

Gain a better understanding of the different uses and challenges of digital technology for teenagers.

Reflect on communication via digital networks and the question of intimacy and otherness in these spaces.

Observe the psychic processes at play in the teenager's relationship with digital spaces, such as identity construction, support for the subjectivation process, and the importance of identifications.

Specifically addressing digital risks

Consider both the positive and negative aspects of these uses, to avoid the pitfalls of being either for or against the digital age, and open the way to a reflection on possible ways of taking charge.

### **Content**

First, we'll explore how the use of digital social networks can be a vehicle for adolescent creativity and contribute to "creating oneself as an adolescent".

# MASTER

## GENERAL DESCRIPTION

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The point here is to look at these practices in terms of their subjectivizing impact, supporting the construction of a young person's identity, narcissism and relationships. Digital spaces are to be understood as extensions of the adolescent self. From then on, staging oneself on digital interfaces (video games, social networks) would enable the creation of a virtual-Ego, underpinning a subjective transformation.

Secondly, we will consider the drifts of these uses, leading to a reflection on a psychopathology of the virtual everyday through :

- cyberstalking
- jihadist radicalization on digital social networks
- game disorders
- online pornography and its psychological impact

Based on the description and understanding of these digital aberrations, the aim is to build a psychotherapeutic technique that includes these various elements.

### **Skills developed :**

Acquire new knowledge of clinical issues in the contemporary era

Opening up psychotherapeutic listening to these new challenges

Learn about new therapeutic techniques related to contemporary uses of the subject

### **References :**

A non-exhaustive bibliography that does not include the basic references in Freudian and Lacanian literature or the essential authors of the adolescent clinic.

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# MASTER

## GENERAL DESCRIPTION

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