



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

Washington, DC 20064

202-319-5458

Fax 202-319-5093

SSS 723
PSYCHODYNAMIC THEORY AND SOCIAL FUNCTIONING
Fall 2008
(3 credits)

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I. COURSE PURPOSE

As one of three Masters/Doctoral clinical theory courses, Psychodynamic Theory and Social Functioning emphasizes contemporary psychodynamic theories and examines how a psychodynamic practice can assess and improve the bio-psycho-social-spiritual functioning of individuals. Recognizing there are numerous schools of thought, this course presents a historical survey of psychodynamic theories from their earliest psychoanalytic roots to contemporary analytic theories shaped by postmodern influences. Different models of development and concepts of change are presented, based on distinctions within the psychodynamic schools. This course takes a view that theories are culturally bound and critiques the biases and omissions in the theories about issues relevant to diverse and oppressed groups. Scholarly literature, lectures, guest speakers, and class discussions facilitate dialogue regarding the usefulness of psychodynamic theories for an ethical and culturally competent social work practice.

II. EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of the basic theoretical concepts of the “four psychologies” (drive, ego, object, self) with an emphasis on object relations, self psychology, and the emergence of contemporary relational concepts.
2. Articulate the historical development of the schools of psychodynamic theory and the contribution of various theorists to the associated theories.

3. Articulate the unique perspectives of the various psychodynamic schools regarding the links between early child development and later social functioning.
4. Demonstrate knowledge of the paradigm shift within psychodynamic theory from a classical “one-person” psychology to a contemporary “two-person” psychology.
5. Distinguish differences in psychodynamic theories in terms of their explanatory and change concepts and intervention approaches when applied to social work practice.
6. Differentiate the practice implications of a model of the mind that emphasizes the role of relationships versus a model that emphasizes internal conflicts.
7. Demonstrate understanding of an ethical approach to practice from a psychodynamic perspective, especially related to transference and countertransference dynamics.
8. Demonstrate awareness of biases, omissions, and cultural limitations of individual psychodynamic theories, particularly related to race, gender, sexuality, and religion.
9. Critically analyze the use of psychodynamic theory for practice with clients who are oppressed or marginalized.
10. Demonstrate ability to integrate practice grounded in psychodynamic theory with a professional commitment to social and economic justice.
11. Acquire library skills by supporting scholarly paper with appropriate, relevant, recent, social work literature.
12. Master APA style by appropriate use within a scholarly paper.
13. Demonstrate mastery of reading material and ability to think critically as evidenced in weekly class discussion.

III. COURSE REQUIREMENTS

A. Required Texts

All students must read the following required texts, authored by social work scholars:

Applegate, J., & Bonovitz, J. (1995). *The facilitating partnership: A Winnicottian approach for social workers and other helping professionals*. Northvale, NJ: Jason Aronson. [“Applegate” in schedule]

Berzoff, J., Flanagan, L., & Hertz, P. (2008). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts*, 2nd ed. Northvale, NJ: Jason Aronson. [“Berzoff” in schedule]

B. Recommended Text

The additional recommended text provide more detailed historical and conceptual overview of the theories discussed in this class, and they supplement or expand the required assignments. However, the Mitchell and Black text is required for any doctoral students in this class.

Goldstein, E. (2001). *Object relations theory and self psychology in social work practice*. New York: The Free Press. ["Goldstein" in schedule]

Mitchell, S., & Black, M. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. NY: Basic Books. ["Mitchell & Black" in schedule]

C. Other Recommended Resources

See the supplemental bibliography for references to original source material and additional contemporary recommended books.

D. Course Assignments

The purpose of these assignments is to demonstrate knowledge of psychodynamic concepts and theories and to understand how the theories have expanded over the course of the last century. Written assignments will be evaluated for accomplishment of objectives of the assignment, organization and clarity of discussion, and demonstration of the ability to integrate and critically apply course content. Students are expected to address all points of a written assignment but to keep within the guidelines of length. Papers should be double-spaced and typewritten with 12-point font. Students are expected to use correct grammar, complete sentence structure, and to write in a manner that is exemplary of graduate level work. APA stylebook (*The Publication Manual of the American Psychological Association, v. 5*) should be followed for all written assignments.

Assignment 1: One-hour in-class exam—In Class 7

The primary purpose of this assignment is to demonstrate understanding of the beginnings of psychodynamic theory, up through the development of object relations theory (classes 1-6). A special emphasis is placed on knowing the theorists, identifying their contributions, and defining the primary concepts that are part of drive theory, ego psychology, and object relations. The student also will be asked to apply psychodynamic concepts to clinical practice. The test will be a combination of matching and fill-in the blank questions, as well as short answer questions that focus on both theoretical concepts and clinical application of the concepts.

Assignment 2: Paper—Due class 12

The goal of this assignment is to demonstrate your critical thinking about psychodynamic theory through analyzing a concept of interest to you and discussing how this concept applies to clinical social work practice. You may do this either through the form of a scholarly paper or through an annotated bibliography (more detailed information will be given prior to the assignment).

Select one of the following:

(1) Choose one of the theories on the syllabus or a major concept (e.g., see the keyword list) discussed in class. Write an in depth scholarly paper on this topic or concept and include a section in your paper about how you would apply these ideas to your professional work. Paper should be 12 pages in length (without references), and you should follow NCSSS guidelines for a scholarly paper and refer to the student handbook for requirements of a scholarly paper. *You must make an appointment to speak with the professor in person to obtain approval of the topic and framework of your paper before you begin.*

(2) Choose one of the theories from the syllabus or major concept. Read 10 journal articles relating to the topic, selecting articles not on the syllabus and not from other classes. *The articles should include research as well as theory.* Write a paper that includes the following: (1) A 1-page summary *and critique* on each article; (2) conclude with a 1-2 page summary that integrates the overall findings from your readings and discusses how they have expanded and/or contrasted with your knowledge from class; (3) include an additional reference sheet with the articles listed; and (4) hand into the professor a copy of each journal article critiqued for the paper or burn the articles on a CD. (12 pages without references)

Assignment 3: Final exam—Distributed class 13; due class 14

The emphasis in this course is placed on applying knowledge of theories to practice. This take-home exam will be a brief essay and short-answer exam that will cover content from the entire course. An emphasis will be placed on applying theory to clinical practice and in understanding the different psychodynamic approaches studied in this course. However, most of the exam will focus on content from classes 7-13.

E. Grading Policy

In-class exam	25%
Paper	35%
Take-home final exam	30%
Class Participation & Attendance	10%

F. Attendance and Participation

Students are required to attend classes and are expected to participate meaningfully in class discussions. The grade for attendance and participation will be lowered unless the student notifies the instructor and requests an excused absence before the class. More than three unexcused absences will result in a grade of F for participation. In addition, assignments are to be submitted to instructor on the date due. *For each day the assignment is submitted late, 5 points will be deducted.* Class participation grade will be determined by the instructor's perception of the student's preparation for, and contribution to, class discussion. Different students will make different kinds of contributions to class discussion. Some will have an easy time with spontaneous

interactions, and others will be most comfortable making a planned statement about a key idea from the readings or other sources. Both types of contributions are valued.

G. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor.

At the end of the semester, the evaluation form may be accessed at

<http://evaluations.cua.edu/evaluations> using your CUA username and password.

Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

Class Schedule

Class Format: These classes will consist of instructor lectures and large group discussions. You are expected to read and absorb the readings *prior* to class in order to understand the context of the discussion and to speak informatively. Instructor presentations will explain, enhance, and supplement what has been assigned. Lectures **will review some but not all** of the assigned readings.

Class

Topics and Readings

1-2 INTRODUCTION: CONTEMPORARY THEORY IN CONTEXT

Required Reading

Berzoff, pp. 1-62

- McWilliams, N. (2004). The psychoanalytic sensibility. In *Psychoanalytic psychotherapy: A practitioner's guide* (pp. 27-45). NY: Guilford Press.
- Wachtel, P. (2002). Psychoanalysis and the disenfranchised: From therapy to justice. *Psychoanalytic Psychology*, 19(1), 199-215.

Recommended Reading

- Shapiro, J., & Applegate, J. (2000). Cognitive neuroscience, neurobiology and affect regulation: Implications for clinical social work. *Clinical Social Work Journal*, 28(1), 9-21.

3 REVIEW OF FREUD & EGO PSYCHOLOGY

Required Reading

- Berzoff, pp. 63-120.

Recommended Reading

- Freud, S. (1961). The ego and the id. *Standard edition* (Vol. 19, pp. 19-27). London: Hogarth Press.
- Mitchell & Black, pp. 1-59.

4 ORIGINS OF OBJECT RELATIONS THEORY

Required Reading

- Berzoff, pp. 121-160.

Recommended Reading

- Freud, S. (1917). Mourning and melancholia. In *The complete psychological works of Sigmund Freud: Standard edition, 14* (pp. 73-102). London: Hogarth Press.
- Goldstein, pp. 3-29, 61-73.
- Mitchell & Black, pp. 85-111.

5 THE BRITISH SCHOOL OF OBJECT RELATIONS

Required Reading

- Applegate, pp. 1-80.
- Kanter, J. (2000). The untold story of Clare and Donald Winnicott: How social work influenced modern psychoanalysis. *Clinical Social Work Journal*, 28(3), 245-261.

Recommended Reading

- Goldstein, pp. 30-40, 53-60, 72-78.
- Mitchell & Black, pp. 112-138.
- Winnicott, D.W. (1965). Ego distortion in terms of true and false self. In *The maturational processes and the facilitating environment* (pp. 140-152). Madison, CT: International Universities Press.

Winnicott, D.W. (1971). Transitional objects and transitional phenomenon. In *Playing and reality* (pp. 1-25). London: Tavistock Publications.

6 CLINICAL PRACTICE INFORMED BY OBJECT RELATIONS THEORY

Required Reading

Applegate, pp. 81-228.

Kanter, J. (1990). Community based management of psychotic clients: The contributions of D.W. and Claire Winnicott. *Clinical Social Work Journal*, 18(1), 23-41.

Recommended Reading

Goldstein, pp. 96-122.

Yi, K. (1995). Psychoanalytic psychotherapy with Asian clients: Transference and therapeutic considerations. *Psychotherapy*, 32(2), 308-316.

7 ATTACHMENT THEORY [Assignment #1: In-Class Exam]

Required Reading

Berzoff, pp. 189-203.

Cassidy, J. (1999). The nature of the child's ties. In J. Cassidy & P. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 3-20). New York: Guilford Press.

Recommended Reading

Marvin, R., Cooper, G., Hoffman, K., Powell, B. (2002). The circle of security project: Attachment-based intervention with caregiver-pre-school child dyads. *Attachment & Human Development*, 4(1), 107-124.

8 CLASSICAL SELF PSYCHOLOGY

Required Reading

Berzoff, pp. 161-188.

Gardner, J. (1991). The application of self psychology to brief psychotherapy. *Psychoanalytic Psychology*, 8(4), 477-500.

Goldstein, pp. 40-52, 79-88.

Recommended Reading

Klugman, D. (2002). The existential side of Kohut's Tragic Man. *Clinical Social Work Journal*, 30(1), 9-21.

Mitchell & Black, pp. 149-169.

Rowe, C. (1996). The concept of resistance in self psychology. *American Journal of Psychotherapy*, 50(1), 66-74.

9 MODERN ATTACHMENT THEORY & SELF PSYCHOLOGYRequired Reading

Lichtenberg, J., Lachmann, F., & Fosshage, J. (1996). Ten principles of technique. *The clinical exchanges: Techniques derived from self and motivational systems* (pp. 87-112). Hillsdale, NJ: The Analytic Press.

Lyons-Ruth, K. (1998). Implicit relational knowing. *Infant Mental Health Journal*, 19(3), 282-289.

Schore, J., & Schore, A. (2008). The central role of affect regulation in development and treatment. *Clinical Social Work Journal*, 36(1), 9-20.

Recommended Reading

Ringel, S. (2004). The man without words: Attachment style as an evolving dynamic process. *Psychoanalytic Social Work*, 11(2), 71-82.

10 INTERSUBJECTIVITY AND RELATIONAL THEORIESRequired Reading

Berzoff, pp. 205-227.

Buirski, P. & Haglund, P. (2001). Subjectivity and intersubjectivity. *Making sense together: The intersubjective approach to psychotherapy* (pp. 1-47). Northvale, NJ: Jason Aronson.

Ganzler, C. (2007). Use of self from a relational perspective. *The Clinical Social Work Journal*, 35(2), 117-123.

Perez-Foster, R. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice. *Clinical Social Work Journal*, 26(3), 253-270.

Sterlin, R. (2006). Where relational theory and attachment theory intersect: A real relationship and a real attachment. *Clinical Social Work Journal*, 34(2), 161-174.

Recommended Reading

Mitchell & Black, pp. 60-84.

Stern, D. (2004). The intersubjective matrix. In *The present moment in psychotherapy and everyday life* (pp.75-96). NY: W.W. Norton & Company.

11 FURTHER CULTURAL CRITIQUESRequired Reading

Berzoff, pp. 229-269.

Foster, R. (1996). What is a multicultural perspective for psychoanalysis? In R. Foster, M. Moskowitz, & R. Javier (Eds.), *Reaching across boundaries of culture and class: Widening the scope of psychotherapy* (pp. 3- 46). Northvale, NJ: Jason Aronson.

Hamilton-Mason, J. (2004). Psychodynamic perspectives: Responding to the assessment needs of people of color? *Smith College Studies in Social Work*, 74(2), 315-332.

Miliora, M. (2000). Beyond empathic failures: Cultural racism as narcissistic trauma and disenfranchisement of grandiosity. *Clinical Social Work Journal*, 28(1), 43-54.

Recommended Reading

Northcut, T. (2000). Constructing a place for religion and spirituality in psychodynamic practice. *Clinical Social Work Journal*, 28(2), 155-169.

12 CLINICAL PRACTICE INFORMED BY SELF & RELATIONAL THEORIES

[Assignment #2: Paper due]

Required Reading

Berzoff, pp. 271-280.

Eagle, M. (2003). Clinical implications of attachment theory. *Psychoanalytic Inquiry*, 23(1), 27-53.

Ganzler, C., & Ornstein, E. (2008). In and out of enactments: A relational perspective on the short- and long-term treatment of substance abuse. *Clinical Social Work Journal*, 36(2), 155-164.

Stern, D. (2004). The process of moving along. In *The present moment in psychotherapy and everyday life* (pp.149-186). NY: W.W. Norton & Company.

Recommended Reading

Ganzler, C., & Ornstein, E. (2002). A sea of trouble: A relational approach to the culturally sensitive treatment of a severely disturbed client. *Clinical Social Work Journal*, 30(2), 127-144.

Ringel, S. (2003). Play and impersonation: Finding the right intersubjective rhythm. *Clinical Social Work Journal*, 31(4), 371-381.

13 APPLICATION OF PSYCHODYNAMIC THEORY TO PERSONALITY DISORDERS & TRAUMA

Required Reading

Berzoff, pp. 311-353, 411-441.

Recommended Reading

Bennett, S. (2006). Attachment theory and research applied to the conceptualization and treatment of pathological narcissism. *Clinical Social Work Journal*, 34(1), 45-60.

Rowe, C. (2005). A brief treatment with a post-traumatic stress disordered patient: A self psychological perspective. *Clinical Social Work Journal*, 33(4), 473-484.

14 OVERVIEW & CLOSURE

[Assignment #3: Take-home exam due]

Required Reading

Applegate, pp. 231-260.

Berzoff, pp. 443-446.

McWilliams, N. (2004). Basic therapy processes. In *Psychoanalytic psychotherapy: A practitioner's guide* (pp.132-162). NY: Guilford Press.