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. COMPETENCIES AND PRACTICE BEHAVIORS

Practice behaviors that are covered this class are indicated by **bold**. Practice behaviors that are not covered in this class are indicated by grey.

1. **Professional Identity:**
   *Identify as a professional social worker & conduct oneself accordingly.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Social workers demonstrate professional use of self across all practice settings.</strong></td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
</tr>
<tr>
<td><strong>1.2 Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</strong></td>
<td>1.2 Develop, manage, and maintain therapeutic and professional relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>1.2 Develop, manage, and maintain professional relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>1.2 Develop, manage, and maintain professional relationships with clients within the person-in-environment and strengths perspectives.</td>
</tr>
</tbody>
</table>

2. **Ethical Practice**
   *Apply social work ethical principles to guide advanced practice.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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<th>Social Change</th>
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</thead>
<tbody>
<tr>
<td><strong>2.1 Social workers recognize and manage personal biases in practice settings.</strong></td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
</tr>
<tr>
<td><strong>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional</strong></td>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional</td>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional</td>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional</td>
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</table>
3. **Critical Thinking**  
*Apply critical thinking to inform and communicate professional judgments.*

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<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
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<th>Social Change</th>
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</thead>
<tbody>
<tr>
<td><strong>3.1 Social workers engage in reflective practice.</strong></td>
<td>3.1 Social workers engage in reflective practice.</td>
<td>3.1 Social workers engage in reflective practice.</td>
<td>3.1 Social workers engage in reflective practice.</td>
</tr>
<tr>
<td><strong>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</strong></td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
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</table>

4. **Diversity in Practice**  
*Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</strong></td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
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</table>
### 4.2 Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.

Advance human rights through understanding how social and economic justice factors impact practice

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<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
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</thead>
<tbody>
<tr>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
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</tr>
<tr>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
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</tbody>
</table>

### 6. Research Based Practice

Engage in research-informed practice and practice-informed research

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<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
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</thead>
<tbody>
<tr>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
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</tr>
</tbody>
</table>
7. Human Behavior
*Apply knowledge of human behavior and the social environment*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
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</thead>
<tbody>
<tr>
<td>7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
<td>7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
<td>7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
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</tbody>
</table>

8. Policy Practice
*Engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
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</thead>
<tbody>
<tr>
<td>8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
<td>8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
<td>8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
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</tbody>
</table>

9. Practice Contexts
*Respond to contexts that shape advanced social work practice.*

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<thead>
<tr>
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<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
<td>9.1 Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
<td>9.1 Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
<td></td>
</tr>
</tbody>
</table>
9.2 Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.

10. Engage, Assess, Intervene, Evaluate
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

<table>
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<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
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<tbody>
<tr>
<td>Engagement: Social workers:</td>
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</tr>
<tr>
<td>• 10.1.1 Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
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<tr>
<td>• 10.1.2 Develop culturally responsive therapeutic relationships.</td>
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<tr>
<td>• 10.1.3 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</td>
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<tr>
<td>Engagement: Social workers:</td>
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<td>• 10.1.1 Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
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<tr>
<td>• 10.1.4 Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</td>
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</tbody>
</table>
### Assessment:
Social workers:
- **10.2.1:** Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.
- **10.2.2:** Use differential diagnostic processes.

### Intervention:
Social workers:
- **10.3.1:** Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.
- **10.3.2:** Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.
- **10.3.3:** Adapt appropriate intervention strategies based on continuous clinical assessment.
- **10.3.4:** Use appropriate and collaborative interventions to affect organizational, community, and societal change.

### Assessment:
Social workers:
- **10.2.1:** Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.
- **10.2.2:** Use differential diagnostic processes.
- **10.2.3:** Assess organizations, communities, and policy environments using relevant theories and models.

### Intervention:
Social workers:
- **10.3.1:** Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.
- **10.3.2:** Use appropriate and collaborative interventions to affect organizational, community, and societal change.
societal change.

<table>
<thead>
<tr>
<th>Evaluation:</th>
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<tbody>
<tr>
<td>Social workers:</td>
<td>Social workers:</td>
<td>Social workers:</td>
</tr>
<tr>
<td>• 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
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<td>• 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
</tr>
<tr>
<td>• 10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</td>
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</tr>
</tbody>
</table>
III. FURTHER EDUCATIONAL OBJECTIVES

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

1. Distinguish differences in five psychodynamic theoretical perspective (drive, ego, object, self, and relational) based on their socio-cultural, historical etiology; their explanatory and change concepts; and their intervention approaches when applied to social work practice.

2. Articulate the unique perspectives of the five psychodynamic theories regarding the links between early child development, later social functioning, and clinical interventions.

3. Demonstrate awareness of biases, omissions, and cultural limitations of individual psychodynamic theories, particularly related to race, gender, sexuality, and religion; and to practice with clients who are oppressed or marginalized.

IV. COURSE REQUIREMENTS

A. Required Texts and Readings:

All required readings not in the textbooks are listed in the syllabus and posted on Blackboard. The course will be using case studies throughout the course to apply theoretical concepts to clinical practice. These case studies, as well as course documents summarizing theoretical concepts, will be posted on Blackboard. The following two textbooks are required, and the majority of the readings are from these texts:


B. Recommended Readings

The following texts provide further historical and conceptual overviews of the theories discussed in this class and supplement the required text.


Clarkin, J. F., Fonagy, P., & Gabbard, G. (Eds.) Psychodynamic psychotherapy for


C. Other Recommended Resources and Media:

D. Course Assignments:

Assignment #1: Concept Quizzes—classes 3 and 7
Two quizzes will demonstrate the student’s understanding of the basic concepts of the theories covered in classes 1-7. The first quiz will be 20 minutes and will focus on primary concepts that are part of drive theory and ego psychology. The second quiz will be 30 minutes and will focus on object relations, attachment theory, and self psychology.

Assignment #2: Concept Application Paper—due class 10
This 3-5-page paper is designed to demonstrate the student’s ability to apply a psychodynamic concept to case material. See page 16 at end of this syllabus for details of the assignment and an outline for the paper.

Assignment #3: Final exam—distributed class 13; due class 14
This 6-page take-home essay exam focuses on contemporary theory learned in classes 7-13. Answers to the questions will demonstrate the student’s ability to apply theoretical concepts to clinical practice. A clinical case will be distributed with the exam questions.

Assignment #4: Class attendance and verbal participation

E. Grading Policy: The university grading system will be utilized (see policy in bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and the two NCSSS required papers.

The paper is due at the beginning of class and will be considered late if it is turned in later than that time. Unless you have made prior arrangements with the instructor, five points will be deducted for each day the assignment is late. Extensions will not be granted the day an assignment is due. If you should need an extension (e.g., for a health or family crisis), you must discuss this with the instructor at least 48 hours ahead of the due date (excluding weekends and/or holidays). No credit will be given for assignments submitted after they have been reviewed in class. The following provides weights for the various course assignments:

| Assignment 1   | (quiz 1: 10%; quiz 2: 15%) | 25% |
| Assignment 2   |                           | 35% |
| Assignment 3   |                           | 30% |
| Preparation, Attendance, and Participation | | 10% |

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
</tr>
</tbody>
</table>

F. Attendance and Participation

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary
for a participant to miss a class session or come late, s/he is expected to notify the
instructor in advance. Students are responsible for obtaining any class notes or other
materials distributed when they are absent. Unexcused or multiple absences may result in
a reduction of the final grade.

2. **No laptops or other electronic devices are permitted in the classroom**, unless you
have a specific documented learning disability. Please turn off all cell phones or other
devices that would disrupt the learning environment of the classroom and put them away
and removed from the classroom environment. Recording devices should only be used
with the permission of the instructor and should be turned off at the request of the
instructor or class participants when requested in the event that personal or confidential
information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared
to participate in classroom discussions and exercises.

4. The course combines the formats of didactic lectures and participatory seminars.
Students and the instructor will endeavor to draw on their own experience including
professional practice experience, relevant literature and analytic thinking about the course
content. Each student is expected to participate actively in class discussions and to come
prepared to share current knowledge, ideas, and relevant experiences as appropriate.
Students and the instructor will view each other as resource persons.

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](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 special requests. These evaluations will serve as a basis for ongoing course revisions.

V. **CLASS EXPECTATIONS**

**Scholastic Expectations:**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic
Requirements, including scholastic and behavioral requirements. All written work should
demonstrate communication ability consistent with graduate level performance, 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 proofread by the student
before submission to the instructor for grading.

**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.

**Accommodations:**

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

**Late Papers:**

It is expected that students will turn in papers by the due date specified in the syllabus. For each day that the paper is late, a 5 pt. grade reduction will be given. If the paper is due at 9:00 am, a paper turned in at 5:00 pm that same day is still considered late. If you should need an extension, the student must discuss this with the instructor at least 48 hours ahead of the due date (excluding weekends and/or holidays).

**Other Information/Supports:**

A. **The Center for Academic Success** provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more. **Phone:** (202) 319-5655 **Email:** cua-academicsuccess@cua.edu **Web:** success.cua.edu

B. **The Writing Center** provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location, 202 Pryz, can be scheduled in advance online (http://english.cua.edu/wc/). Drop-in appointments are also welcome based on availability in the Pryz and at the satellite location in the Mullen Library Lobby (see website for days and hours). **Phone:** (202) 319-4286 **Email:** cua-writingcenter@cua.edu **Web:** english.cua.edu/wc/

C. **Technical Support**

Students **must** attempt to solve technical problems, and contact their instructor when technical problems do arise. Technology Services has the means to track all incoming support requests. This can be essential regarding potential disputes for assignment submission. **Students are responsible for meeting course deadlines. If you experience technical problems, please exercise one or all of the following options:**

- Technology Services Website: http://computing.cua.edu/support/requesthelp.cfm
- Call the Information Center at (202) 319-4357 (help)
- Email the Service Desk at techsupport@cua.edu
• Service Desk Walk-ins Computer lab 117B Leahy Hall M-F 9:00 am-5:00 pm
• Enter a support ticket online at http://techsupport.cua.edu/

D. University grades: The University grading system is available at
http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students. Reports of
grades in courses are available at the end of each term on http://cardinalstation.cua.edu

E. Blackboard Tracking

Blackboard Learn automatically records all students’ activities including: your first and
last access to the course, the pages you have accessed, the number of discussion
messages you have read and sent, chat room discussion text, and posted discussion
topics. This data can be accessed by the instructor to evaluate class participation and to
identify students having difficulty, or to verify academic honesty.
### 723 – Class Schedule with Corresponding Dates and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>1</td>
<td></td>
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<tr>
<td>1/16</td>
<td>NO CLASS – MLK DAY</td>
<td></td>
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<tr>
<td>1/23</td>
<td>2</td>
<td></td>
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<tr>
<td>1/30</td>
<td>3</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>2/6</td>
<td>4</td>
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<tr>
<td>2/13</td>
<td>5</td>
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<tr>
<td>2/20</td>
<td>6</td>
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<tr>
<td>2/21</td>
<td>7 ADMINISTRATIVE MONDAY</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>2/27</td>
<td>8</td>
<td></td>
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<tr>
<td>3/6</td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
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<tr>
<td>3/13</td>
<td>9</td>
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<tr>
<td>3/20</td>
<td>10</td>
<td>Concept Paper Due</td>
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<tr>
<td>3/27</td>
<td>11</td>
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<tr>
<td>4/3</td>
<td>12</td>
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<tr>
<td>4/10</td>
<td>13</td>
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<tr>
<td>4/17</td>
<td>NO CLASS – EASTER MONDAY</td>
<td>Final Exam Distributed via Blackboard</td>
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<tr>
<td>4/24</td>
<td>14</td>
<td>Final Exam Due</td>
</tr>
</tbody>
</table>
# CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>INTRODUCTION: CONTEMPORARY THEORY IN CONTEXT; DRIVE AND STRUCTURAL THEORY (Sigmund Freud)</strong></td>
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<tr>
<td></td>
<td>- Course introduction</td>
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<tr>
<td></td>
<td>- Overview and common tenets of psychodynamic theories</td>
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<td></td>
<td>- The origins of psychodynamic theory</td>
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<tr>
<td></td>
<td>- Drive and structural theories</td>
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<tr>
<td></td>
<td>- Sigmund Freud</td>
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<tr>
<td></td>
<td><strong>Required Reading</strong></td>
</tr>
<tr>
<td></td>
<td>Berzoff et al. (2016), pp. 1-49 [Drive theory]</td>
</tr>
<tr>
<td></td>
<td>Berzoff et al. (2016), pp. 50-63 [Structural theory]</td>
</tr>
<tr>
<td></td>
<td><strong>Recommended Reading</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>EGO PSYCHOLOGY (Anna Freud &amp; Heinz Hartmann)</strong></td>
</tr>
<tr>
<td></td>
<td>- Ego functioning in the context of dynamic personality development and Freud’s structural mode</td>
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<td></td>
<td>- The adaptive capacities of the ego</td>
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<td></td>
<td>- The ego and defenses mechanisms</td>
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<td></td>
<td>- Defense mechanisms as both adaptive and maladaptive</td>
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<tr>
<td></td>
<td>- Ego defenses on a continuum of psychological maturity</td>
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</tbody>
</table>
• Ego psychology’s environmental focus and Erik’s psychosocial stages

**Required Reading**

Berzoff et al. (2016), pp. 64-122 [Ego psychology]


**Recommended Reading**


**3 OBJECT RELATIONS THEORY, Part I (Melanie Klein & Margaret Mahler)**

• The bridge from a one person psychology to a two person psychology
• American school versus British school
• Projection and projective identification
• Separation-individuation
• Shifts in how transference is conceptualized and used in treatment

**Quiz 1**

**Required Reading**

Berzoff et al. (2016), pp. 123-165 [Object relations]


**Recommended Reading**


4 OBJECT RELATIONS THEORY, Part II (Donald Winnicott)

- Winnicott’s concepts – further shift from interpretation to relationship
- Shift in treatment focus and those ideas apply in contemporary practice
- Influence of social work’s emphasis on the environment

Required Reading


Recommended Reading


5 ATTACHMENT THEORY (John Bowlby & Mary Ainsworth)

- Secure base and safe haven
- Internal working models
- Strange situation test and adult attachment interview
- Secure and insecure attachment styles
- Attachment-based therapies

Required Reading

Berzoff et al. (2016), pp. 196-219 [Attachment theory]


Recommended Reading


6 SELF PSYCHOLOGY (Heinz Kohut)
• Tripolar self
• Selfobjects: their role, types, and function
• Role of empathy in interventions
• Shifts in the use of transference and countertransference

**Required Reading**

Berzoff et al. (2016), pp. 166-195 [Self-Psychology]


**Recommended Reading**


**CONTEMPORARY CLINICAL PRACTICE THROUGH OBJECT RELATIONS, SELF-PSYCHOLOGY, AND ATTACHMENT THEORY; INTEGRATING CLASSICAL CONCEPTS**

• Application of the classical theories to case
• Summary of the common tenets of psychodynamic theory
• Psychodynamic case formulation
• Aspects of theories that serve as the foundation of and link to contemporary theories

**Quiz 2**

**Required Reading**


8 CONTEMPORARY RELATIONAL AND INTERSUBJECTIVITY THEORY
(Stephen Mitchell & Lewis Aron)

- Differences between traditional models/theories and relational theories and practice
- Two person vs. one person psychologies
- Subjectivity
- What is the intersubjective field/relational matrix
- Concept of triadic third
- Implicit relational knowing

Required Reading

Berzoff et al. (2016), pp. 249-268 [Relational and Intersubjective theories]


Recommended Reading


9 CONTEMPORARY RELATIONAL AND INTERSUBJECTIVITY THEORY

- In class exercises on case applications
- Goals and focus of relational treatment
- Contemporary use of countertransference and projective identification
- Managing enactments
- Relational views of self-disclosure as a therapeutic technique

Required Reading


**Recommended Reading**


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**10 MOVING FROM THEORY TO PRACTICE: TECHNIQUES AND APPLICATION**

- Interpretation, clarification, and confrontation
- Working with transference/countertransference versus the real relationship
- Analysis of defenses
- Ego supportive versus ego-modifying interventions
- Silence and body language
- Empathy and transmuting internalization
- Self-disclosure and implicit relational knowing
- Viewing of in-session video examples with Glenn Gabbard

**Concept Paper Due**

**Required Reading**


**Recommended Reading**

Lichtenberg, J. D. (2009). How to respond to a message that indicates there is something a patient doesn’t want himself, his therapist, or both to know. In Craft and spirit: A guide to the exploratory psychotherapies (pp. 114-136). Hillsdale, NJ: The Analytic Press.


11 USE OF SELF AND EXPLORATION OF DIFFERENCE IN CONTEMPORARY PSYCHODYNAMIC THEORIES

- Theory on race, ethnicity, and multicultural context
- Theory on gender and sexuality
- Cultural countertransference
- Use of self-disclosure
- Working across differences and similarities

Required Reading

Berzoff et al. (2016), pp. 269-307 [Psychodynamic theories and gender, race, and culture]


Recommended Reading


12 THEORY TO PRACTICE: MENTALIZATON AND APPLICATION TO PERSONALITY DISORDERS
• Fonagy and Bateman – Mentalization-Based Therapy
• Empirically-supported interventions
• IPT

Required Reading


13 THEORIES OF INTERVENTION WITH DIFFERENT PERSONALITY STRUCTURES

• Cases related to psychotic, borderline, and neurotic levels of functioning/personality structure
• Techniques related to each level
• Case formulation of theories
• Individual countertransference and transference differences – how to assess and use

Required Reading


Recommended Reading


INFUSING PSYCHODYNAMIC THEORIES IN PRACTICE IN THE REAL WORLD

- Application to clinical case management
- Use of concepts in various settings
- Training beyond this course
- Using ideas in macro and systemic issues
- Brief applications of psychodynamic practice

**Take-home exam due; will discuss answers in class**

**Required Reading**


Concept Application Paper Description

Objective of assignment: To have students apply a concept from psychodynamic theory to explain human behavior and/or practice with a target population or social problem within the domains of clinical social work. This paper is designed to demonstrate the student’s understanding of and ability to apply psychodynamic concepts, as well as to evaluate the concept’s usefulness for clinical social work practice.

Description of assignment: First, select one of the following major concepts discussed in this course: defense mechanisms and ego functions; using transference, countertransference, and projective identification in treatment; working with true self vs. false self; use of empathy in contemporary treatment; the process of change using self-disclosure versus neutrality; the therapeutic working alliance; using a psychodynamic approach to work cross-culturally. Other topics may be selected based on conversation with the instructor. Second, write a 5 page paper applying the theoretical concept and its value for informing social work practice. You will provide a brief definition of the concept, from at least 2 sources, as well as a summary statement of your understanding of the concept. In other words, please paraphrase or put in your own words what you believe the concept to be. Next, use the concept to understand some aspect of a case you currently have or have had in the past. You will use the concept to explain or expand your understanding of a particular struggle or issue that you have identified in one of your clients. How does the concept enhance your understanding of your client and/or the relationship you have with your client? Finally, you will offer a brief critique of the concept’s value for informing social work practice.

<table>
<thead>
<tr>
<th>CONCEPT APPLICATION PAPER GRADING CRITERIA</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> A brief opening paragraph about the demographics of the client, your role with the client, and the main presenting issue of the client or aspect of the case you will be addressing in the paper. (1/2 page)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Define the concept:</strong> From at least 2 sources (beyond readings from this course or other courses), define the concept. How do scholars define this concept? (1/2 page)</td>
<td>15</td>
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<tr>
<td><strong>Summarize the concept:</strong> Provide a brief paragraph that summarizes the definition in your own words. Think about how you would explain this concept to a friend who knows nothing about psychodynamic theory. (1/2 page)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Analysis and Application:</strong> Use the concept to explain the struggle, issue, strength, situation, or other aspect of the case that you identified in the introduction. Through your discussion, your reader should be able to see both your understanding of the concept as well as your capacity to apply the concept to case material. (2 pages)</td>
<td>25</td>
</tr>
<tr>
<td><strong>Critique of Theoretical Concept’s Application:</strong> Discuss the strengths and weaknesses of this psychodynamic concept as a lens for understanding how to engage in clinical social work practice with your client. How well does the concept explain or enhance your understanding of this issue? Critique how well this theoretical concept fits with social work values and ethics and to work with diverse and marginalized populations. If applicable, how well does the theoretical concept inform an understanding of the change process? Be sure to provide a rationale for your conclusions and use additional literature, if available. (1 to 1½ pages)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Points for graduate-level writing</strong></td>
<td></td>
</tr>
<tr>
<td>Use of at least 2 references beyond readings from this course or other courses</td>
<td>5</td>
</tr>
<tr>
<td>Organization of paper; clarity of writing; use of well-developed sentences and paragraphs</td>
<td>5</td>
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<tr>
<td>Use of correct grammar and spelling; no writing errors</td>
<td>5</td>
</tr>
<tr>
<td>Use of correct APA formatting following the APA Manual, 6th edition</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
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**Professional Conduct**

Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions, doing assignments, and participating in class activities. The class participation grade is a subjective grade given by the professor. The professor will use this matrix to determine the class participation grade (modified from Maznevski, M. (1996). Grading Class Participation. Teaching Concerns. http://www.virginia.edu/~trc/tcgpart.htm).

<table>
<thead>
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<th>Points</th>
<th>CLASS PARTICIPATION GRADING CRITERIA (Carpenter-Aeby, 2001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  No effort</td>
<td>Absent No effort, disruptive, disrespectful.</td>
</tr>
</tbody>
</table>
| 60-70 Infrequent Effort | - Present, not disruptive (This means coming in late.)  
                      - Tries to respond when called on but does not offer much.  
                      - Demonstrates very infrequent involvement in class.                      |
| 70-80 Moderate Effort | - Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
                      - Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps once a class).  
                      - Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
                      - Demonstrates sporadic involvement.                      |
| 80-90 Good Effort | - Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.  
                      - Offers interpretations and analysis of case material (more than just facts) to class.  
                      - Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
                      - Demonstrates consistent ongoing involvement.                      |
| 90-100 Excellent Effort | - Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).  
                      - Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.  
                      - Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggest alternative ways of approaching material and helps class analyze which approaches were effective.  
                      - Demonstrates ongoing very active involvement.                      |
| TOTAL          | 100 points                                                                                                                   |