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

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Identity:</strong></td>
<td>- Social workers demonstrate professional use of self across all practice settings.</td>
<td>Assignment #3</td>
</tr>
<tr>
<td>Identify as a clinical social</td>
<td>- Social workers develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</td>
<td></td>
</tr>
<tr>
<td>worker &amp; conduct self accordingly</td>
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<tr>
<td><strong>Ethical Practice:</strong></td>
<td>- Social workers recognize and manage personal biases in practice settings.</td>
<td>Assignment #3</td>
</tr>
<tr>
<td>Apply social work ethical principles</td>
<td></td>
<td></td>
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<tr>
<td>to guide advanced practice</td>
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<tr>
<td><strong>Critical Thinking:</strong></td>
<td>- Social workers engage in reflective practice.</td>
<td>Assignments #2 and #3</td>
</tr>
<tr>
<td>Apply critical thinking to inform</td>
<td>- Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td></td>
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<tr>
<td>and communicate clinical judgments</td>
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<tr>
<td><strong>Diversity in Practice:</strong></td>
<td>- Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td>Assignments #2 and #3</td>
</tr>
<tr>
<td>Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice</td>
<td>- Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.</td>
<td></td>
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</tbody>
</table>
| **Human Rights & Justice:**  
Advance human rights through understanding how social and economic justice factors impact practice | • 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.  
• Social workers advocate at multiple levels for the human rights of marginalized populations. | Assignments #2 and #3 |
|---|---|---|
| **Research Based Practice:**  
Engage in research-informed practice and practice-informed research | • Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs. | Assignments #2 and #3 |
| **Human Behavior:** Apply knowledge of human behavior and the social environment | • 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. | Assignments #1, #2, #3 |
| **Practice Contexts:** Respond to contexts that shape clinical practice | • Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society. | Assignment #3 |
| **Engage, Assess, Intervene, Evaluate:** Engage, assess, and intervene with individuals, families, groups, organizations, and communities. | **Engagement:**  
- Social workers use empathy, active listening, and other clinical skills to establish rapport to set treatment goals with clients.  
- Social workers develop culturally responsive therapeutic relationships.  
- Social workers attend to the interpersonal dynamics and contextual factors that both strengthen or potentially threaten the therapeutic alliance.  
**Assessment:**  
- Social workers use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.  
- Social workers use differential diagnostic processes.  
**Intervention:**  
- Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.  
- Adapt appropriate intervention strategies based on continuous clinical assessment. | **Assignment #3**  
(Date Revised 5/2/2015) |
III. ADDITIONAL 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

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. Additional Recommended Readings

Additional recommended readings are posted in Blackboard. The following text provides further historical and conceptual overviews of the theories discussed in this class, and it supplements the required texts through the provision of clinical process examples. Some of the readings from this recommended text are required. The book will be on reserve in the library.

Date Revised 5/2/2015

C. Course Assignments

**Assignment #1: Concept Quizzes**—classes 5 and 7
Two objective 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 15 at end of this syllabus for details of the assignment and an outline for the paper.

**Assignment #3: Final exam**—distributed class 11; due class 12
This 6-page take-home essay exam focuses on contemporary theory learned in classes 7-12. 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**

D. Grading Policy and Weights of Assignments

Grades will be based on the CUA Grading Policy as described in the *Graduate Announcements*. 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Assignment 1</td>
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<td>Assignment 2</td>
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<td>Assignment 3</td>
<td>30%</td>
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<tr>
<td>Preparation, Attendance, and Participation</td>
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Grading System

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

E. Preparation, Attendance & Participation

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued. See page 14 at the end of this syllabus for detailed information regarding the grade for professional conduct related to preparation, attendance, and class participation.

F. 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.

V. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements. NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.
A. **Scholastic Expectations**

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 should be carefully proofread by the student before submission to the instructor for grading.

B. **Behavioral Requirements**

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

C. **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 (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. **Confidentiality**

Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation. Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

Date Revised 5/2/2015
E. 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, you must present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

F. Use of Electronic Devices

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.
# 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>5/18</td>
<td>1</td>
<td></td>
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<tr>
<td>5/20</td>
<td>2</td>
<td></td>
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<tr>
<td>5/25</td>
<td>No Class – Memorial Day Holiday</td>
<td></td>
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<tr>
<td>5/27</td>
<td>3 and 4</td>
<td></td>
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<tr>
<td>6/1</td>
<td>5</td>
<td>Quiz 1</td>
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<tr>
<td>6/3</td>
<td>6</td>
<td></td>
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<tr>
<td>6/8</td>
<td>7</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>6/10</td>
<td>8</td>
<td>Guest Speaker Janna Sandmeyer, PsyD</td>
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<tr>
<td>6/15</td>
<td>9</td>
<td></td>
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<tr>
<td>6/17</td>
<td>10</td>
<td>Paper Due</td>
</tr>
<tr>
<td>6/22</td>
<td>11</td>
<td>Hand Out Final</td>
</tr>
<tr>
<td>6/24</td>
<td>12</td>
<td>Final Due</td>
</tr>
</tbody>
</table>

Date Revised 5/2/2015
### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
</tr>
</thead>
</table>
| **1** | **INTRODUCTION: CONTEMPORARY THEORY IN CONTEXT; DRIVE AND STRUCTURAL THEORY**  
Sigmund Freud |
| **Required Reading** | Berzoff (2012), pp. 1-34.  
| **2** | **EGO PSYCHOLOGY**  
Anna Freud, Heinz Hartmann, & Erik Erikson |
| **Required Reading** | Berzoff et al. (2011), pp. 62-117. |
| **3** | **OBJECT RELATIONS THEORY, Part I**  
Melanie Klein & Margaret Mahler |
Recommended Reading

4 OBJECT RELATIONS THEORY, Part II
Donald Winnicott

Required Reading

Recommended Reading

5 ATTACHMENT THEORY
John Bowlby & Mary Ainsworth

In-Class Quiz #1

Required Reading

Recommended Reading

6 SELF PSYCHOLOGY
Heinz Kohut

Required Reading

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Recommended Reading

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

In Class Quiz #2

Required Reading

8 CONTEMPORARY RELATIONAL AND INTERSUBJECTIVITY THEORY
Stephen Mitchell, Lewis Aron

Required Reading

Recommended Reading
Berzoff (2012), pp. 105-140.

9 CONTEMPORARY SELF PSYCHOLOGY AND MODERN ATTACHMENT THEORY
Daniel Stern & the Boston Change Study Group; Joseph Lichtenberg

Required Reading
Berzoff (2012), pp. 397-418.

Recommended Reading

10 CONTEMPORARY PSYCHODYNAMIC PRACTICE WITH FOCUS ON GENDER, SEXUALITY, & THE MULTICULTURAL CONTEXT

Paper Due

Date Revised 5/2/2015
Required Reading
Berzoff (2012), pp. 206-240; 272-396

Recommended Reading

11 CONTEMPORARY PSYCHODYNAMIC PRACTICE OF PERSONS WITH PERSONALITY DISORDERS AND/OR TRAUMA

Take-Home Exam Distributed

Required Reading

Recommended Reading

12 OVERVIEW & CLOSURE

Take-home exam due; will discuss answers in class

Required Reading

Date Revised 5/2/2015
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; 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 to 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>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: 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>Define the concept: 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>
</tr>
<tr>
<td>Summarize the concept: 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>Analysis and Application: 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 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>Critique of Theoretical Concept’s Application: 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>
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</table>

Points for graduate-level writing

| Use of at least 2 references beyond readings from this course or other courses | 5 |
| Organization of paper; clarity of writing; use of well-developed sentences and paragraphs | 5 |
| Use of correct grammar and spelling; no writing errors | 5 |
| Use of correct APA formatting following the APA Manual, 6th edition | 5 |

TOTAL 100

Date Revised 5/2/2015
**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>
<tr>
<th>Points</th>
<th>CLASS PARTICIPATION GRADING CRITERIA (Carpenter-Aeby, 2001)</th>
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<tbody>
<tr>
<td>0</td>
<td>No effort Absent No effort, disruptive, disrespectful.</td>
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</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.       |
| 70-80  | Moderate Effort Demonstrates very infrequent involvement in class.    |
| 80-90  | Good 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. |
| 90-100 | Excellent 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. |
| TOTAL  | 100 points |

Date Revised 5/2/2015