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, v. 6, 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


Date Revised 05/21/2012
B. **Recommended Text**
   The following text provides additional historical and conceptual overviews of the theories discussed in this class, and it supplements the required texts through the provision of clinical process examples.


C. **Other Recommended Resources**
   See the supplemental bibliography on blackboard 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. The instructor will evaluate written assignments for the student’s accomplishment of meeting objectives, organization and clarity of discussion, and demonstration of the ability to integrate and critically apply course content. Students must address all points of a written assignment while keeping within the guidelines of length. Papers should be double-spaced and typewritten with 12-point font. Students should use correct grammar, complete sentence structure, and write in a manner that is exemplary of graduate level work. *The Publication Manual of the American Psychological Association*, v. 6, must be followed for all written assignments regarding the format and reference style of the written assignments.

   **Assignment 1**: One-hour in-class exam—In Class 8
   The primary purpose of this assignment is to demonstrate understanding of the basics of the “four psychologies” of psychodynamic theory covered in classes 1-8. Students will need to know the theorists, identify their contributions, and define the primary concepts that are part of drive theory, ego psychology, object relations, self psychology, and attachment theory. Exam questions will ask the student to apply psychodynamic concepts to clinical practice. The test will be a combination of matching, multiple choice, 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 topic due class 4—Final paper due class 11
   The goal of this assignment is for the student to demonstrate critical thinking about psychodynamic theory through analyzing a concept or treatment approach and discussing how it applies to clinical social work practice. The directions for the paper are as follows:
   
   **First**, choose one of the following theories: ego psychology; object relations (according to Winnicott or Klein); attachment theory; self psychology; or relational and intersubjectivity theory.
Second, select one of the major concepts discussed in this course (such as: defense mechanisms and ego functions; conflicts vs. deficits; transference and countertransference; projective identification; true self vs. false self; use of empathy; neutrality vs. self-disclosure; the process of change; the therapeutic working alliance); OR one of the psychodynamic treatment approaches discussed in the course (such as: the treatment of diverse and marginalized individuals; individuals with a history of complex trauma, or personality disorders, or substance abuse; brief psychodynamic treatment; efficacy of psychodynamic treatment); OR select a different topic that has been approved by the instructor through a scheduled conference.

Third, write an in depth scholarly paper on the theory and its interpretation of the concept or treatment approach. Include a section in your paper about how you would apply these ideas to your own professional work (in general, not to one particular client). For example, you could potentially write about relational theory’s treatment approach to self-disclosure and apply this to work with individuals who feel marginalized based on race, ethnicity, religious views, or sexual orientation. As another example, you could potentially write about how object relations’ conceptualization of projective identification enhances your understanding of clients with trauma histories. In both of these examples, you would then apply your understanding of the theory to a particular population of clients treated in your agency. Using previous examples, you might discuss psychodynamic clinical practice in working with someone who is a gay, though you are heterosexual, or someone who is Muslim, though you are Christian or Jewish or agnostic; or you might discuss psychodynamic practice with adults who have histories of childhood sexual abuse. Your application of the theory/concept/treatment approach to a population should include whatever literature you can locate that examines this application. In other words, this should not be solely a discussion of your own ideas, though your ideas are welcome as well.

Format: The paper should be 14 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 follow APA guidelines for a research paper and include headings, subheadings, citations, and references according to the APA, v. 6, stylebook. See the course Blackboard under assignments for more details.

Assignment 3:  Final exam—Distributed class 13; due class 14
This take-home exam will require short essay answers, with an emphasis on application of theory to clinical practice.

Assignment 4:  Class attendance, verbal participation, and/or Blackboard use. Students should: (1) attend classes, (2) participate meaningfully in class discussions, and (3) write on the Blackboard discussion board if there are questions or comments about the readings or the class discussion. The instructor will answer any questions posed on blackboard either on line or during the following class, but participation on blackboard is not required. The instructor’s perception of the student’s preparation for class will determine the class participation grade. All types of participation – both verbal in class and written on line – are valued. The instructor will lower the
student’s grade for attendance and participation if the student does not meet these minimum requirements and does not notify the instructor prior to class to request an excused absence. **More than three unexcused absences will result in a grade of F for participation.**

E. **Grading Policy**
   - In-class exam (last hour of class 8) 25%
   - Paper (due class 11) 35%
   - Take-home final exam (due class 14) 30%
   - Attendance, class participation, Blackboard use 10%

F. **Course and Instructor Evaluation**
   NCSSS requires electronic evaluation of this course and the instructor.
   At the end of the semester, the students may access the evaluation form 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.

### 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, should cite references where material is quoted or adapted from existing sources, should adhere to APA v. 6 formatting, and should be carefully proof read by the student before submission to the instructor for grading. **In addition, students must submit assignments to the instructor on the due date. For each day the student submits the assignment late without permission, the instructor will deduct 5 points.**

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 should 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 the readings, and lectures will review some but not all of the assigned readings.

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<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
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<tr>
<td>1 INTRODUCTION: CONTEMPORARY THEORY IN CONTEXT</td>
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<tr>
<td><strong>Required Reading</strong></td>
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<tr>
<td>Berzoff (2012), pp. 1-34.</td>
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<tr>
<td><strong>Recommended Reading</strong></td>
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<td>2 DRIVE &amp; STRUCTURAL THEORY</td>
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<td>Sigmund Freud</td>
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<td><strong>Required Reading</strong></td>
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<td>Berzoff et al. (2011), pp. 18-61.</td>
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<tr>
<td><strong>Recommended Reading</strong></td>
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<tr>
<td>3 EGO PSYCHOLOGY</td>
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<td>Anna Freud, Heinz Hartmann, &amp; Erik Erikson</td>
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<td><strong>Required Reading</strong></td>
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<td><strong>Recommended Reading</strong></td>
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4 OBJECT RELATIONS THEORY
Melanie Klein & Margaret Mahler

Required Reading

Recommended Reading

5 OBJECT RELATIONS THEORY
Donald Winnicott

Required Reading

Recommended Reading

6 ATTACHMENT THEORY
John Bowlby & Mary Ainsworth

Required Reading

Recommended Reading
7 CLASSICAL SELF PSYCHOLOGY
Heinz Kohut

Required Reading

Recommended Reading

8 CLINICAL PRACTICE THROUGH THE FOUR PSYCHOLOGIES WITH EMPHASIS ON DEPRESSION & ANXIETY

Required Reading

[Assignment #1: In-Class Exam]

9 CONTEMPORARY PSYCHODYNAMIC PRACTICE USING RELATIONAL & INTERSUBJECTIVITY THEORIES
Stephen Mitchell, Lewis Aron

Required Reading

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

10 CONTEMPORARY PSYCHODYNAMIC PRACTICE USING MODERN ATTACHMENT THEORY & SELF PSYCHOLOGY
Daniel Stern & the Boston Change Study Group; Joseph Lichtenberg

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

Recommended Reading

11 CONTEMPORARY PSYCHODYNAMIC PRACTICE WITH FOCUS ON THE USE OF SELF, GENDER, & SEXUALITY

[Assignment #2: Paper due]

Required Reading

Recommended Reading

12 CONTEMPORARY PSYCHODYNAMIC PRACTICE WITH FOCUS ON THE MULTICULTURAL CONTEXT

Required Reading

Recommended Reading

13 CONTEMPORARY PSYCHODYNAMIC PRACTICE OF PERSONS WITH PSYCHOSIS, PERSONALITY DISORDERS, &/OR TRAUMA

[Take-home exam distributed]

Required Reading
**Recommended Reading**


**OVERVIEW & CLOSURE**

[Assignment #3: Take-home exam due]

**Required Reading**