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.
Articulate the unique perspectives of the various psychodynamic schools regarding the links between early child development and later social functioning.

Demonstrate knowledge of the paradigm shift within psychodynamic theory from a classical “one-person” psychology to a contemporary “two-person” psychology.

Distinguish differences in psychodynamic theories in terms of their explanatory and change concepts and intervention approaches when applied to social work practice.

Differentiate the practice implications of a model of the mind that emphasizes the role of relationships versus a model that emphasizes internal conflicts.

Demonstrate understanding of an ethical approach to practice from a psychodynamic perspective, especially related to transference and countertransference dynamics.

Demonstrate awareness of biases, omissions, and cultural limitations of individual psychodynamic theories, particularly related to race, gender, sexuality, and religion.

Critically analyze the use of psychodynamic theory for practice with clients who are oppressed or marginalized.

Demonstrate ability to integrate practice grounded in psychodynamic theory with a professional commitment to social and economic justice.

Acquire library skills by supporting scholarly paper with appropriate, relevant, recent, social work literature.

Master APA style by appropriate use within a scholarly paper.

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:


B. Recommended Text
The additional recommended texts provide more detailed historical and conceptual overview of the theories discussed in this class, and they supplement or expand the required assignments. Both are required texts for any doctoral students in this class.


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 topic due class 5—Final paper due class 13**
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. Choose one of the theories on the syllabus or a major concept 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 also should follow APA guidelines for a research paper and include headings, subheadings, citations, and references according to APA style. More details about this paper can be found on the course Blackboard, under assignments.

**Assignments 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.

**E. Grading Policy**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-class exam</td>
<td>25%</td>
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<tr>
<td>Paper</td>
<td>35%</td>
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<tr>
<td>Take-home final exam</td>
<td>30%</td>
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<tr>
<td>Class Participation, Blackboard Use, &amp; Attendance</td>
<td>10%</td>
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**F. Attendance and Participation**
Students are required to attend classes and are expected to participate meaningfully in class discussions. Students also are expected to write comments on the course Blackboard discussion board a minimum of 5 times during the semester. The grade for attendance and participation will be lowered if the student does not meet the minimum requirements regarding the discussion board and/or if the student does not notify the instructor to request 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](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 proofread 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
psychotherapy: A practitioner’s guide (pp. 27-45). NY: Guilford Press.

Recommended Reading
regulation: Implications for clinical social work. Clinical Social Work
3 REVIEW OF FREUD & EGO PSYCHOLOGY

Required Reading
Berzoff, pp. 63-120.

Recommended Reading

4 ORIGINS OF OBJECT RELATIONS THEORY

Required Reading
Berzoff, pp. 121-160.

Recommended Reading
Goldstein, pp. 3-29, 61-73.
Mitchell & Black, pp. 85-111.

5 THE BRITISH SCHOOL OF OBJECT RELATIONS

Required Reading
Applegate, pp. 1-80.

Recommended Reading
Goldstein, pp. 30-40, 53-60, 72-78.
Mitchell & Black, pp. 112-138.

6 CLINICAL PRACTICE INFORMED BY OBJECT RELATIONS THEORY

Required Reading
Applegate, pp. 81-228.

**Recommended Reading**
Goldstein, pp. 96-122.

### 7 ATTACHMENT THEORY

**[Assignment #1: In-Class Exam]**

**Required Reading**
Berzoff, pp. 189-203.

**Recommended Reading**

### 8 CLASSICAL SELF PSYCHOLOGY

**Required Reading**
Berzoff, pp. 161-188.

**Recommended Reading**
Mitchell & Black, pp. 149-169.

### 9 MODERN ATTACHMENT THEORY & CONTEMPORARY SELF PSYCHOLOGY

**Required Reading**

**Recommended Reading**


**10 RELATIONAL THEORY & INTERSUBJECTIVITY**

**Required Reading**

Berzoff, pp. 205-227.


**Recommended Reading**

Mitchell & Black, pp. 60-84.


**11 FURTHER CULTURAL CRITIQUES**

**Required Reading**

Berzoff, pp. 229-269.


**Recommended Reading**

12 APPLICATION OF PSYCHODYNAMIC THEORY TO PERSONALITY DISORDERS & TRAUMA

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

Recommended Reading

13 CLINICAL PRACTICE INFORMED BY SELF & RELATIONAL THEORIES

[Assignment #2: Paper due; Take-home exam distributed]

Required Reading
Berzoff, pp. 271-280.

Recommended Reading

14 OVERVIEW & CLOSURE

[Assignment #3: Take-home exam due]

Required Reading
Applegate, pp. 231-260.
Berzoff, pp. 443-446.