

ARGOSY UNIVERSITY
SAN FRANCISCO BAY AREA

DOCTORATE IN COUNSELING PSYCHOLOGY

PSYCHODYNAMIC THEORY

Fall 1, 2010

C7436
3 credits

COURSE SYLLABUS & OUTLINE

Professor: Virginia Bennett, Ph. D.

AU Phone: 510-217-4147

Sept. 7 - Oct. 27

On Campus classes:

Sept. 26- 27; Oct. 10-11

Office hours: Mon-Wed-Thurs. afternoons and by appointment (appt. recommended)

Email: vbennett@argosy.edu

Private Office: 510-644-1246

9-7-10 Syllabus is subject to change.

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Session I (7.5 week courses):

Deadline for withdrawal "W": October 11th, 2010

COURSE DESCRIPTION

This course is designed to provide a comprehensive overview of psychodynamic theories from psychoanalytic, object-relations, and Jungian perspectives. It is intended

to acquaint students with the key psychodynamic theorists and the application of their theories to the practice of psychotherapy and counseling psychology. It will explore the specific components of psychodynamic psychotherapy and the underlying assumptions of "why people hurt" and "how people heal" using this modality.

COURSE OBJECTIVES

1. To provide an overview of the origin, development, application of psychodynamic theories. This includes incorporating multi-cultural and diversity issues in counseling and therapy as it applies to the use of psychodynamic approaches.
2. To present a range of different psychodynamic theories including psychoanalytic, object-relations, and Jungian approaches.
3. To discuss the application of psychodynamic theories in therapy, using specific case examples.
4. To provide exposure to specific procedures, principles, and techniques of psychodynamic therapy.
5. To assist students to formulate a case analysis and treatment plan using psychodynamic therapy.

REQUIRED READING MATERIAL

TEXTBOOKS:

EBOOK:

Weiner, I.B. & Bornstein, R.F. (2009). *Principles of psychotherapy* (3rd Ed.). New Jersey: Wiley & Sons Inc.

Additional readings will be provided and required.

HIGHLY RECOMMENDED BOOKS

S. Mitchell and M. Black, (1995). *Freud and beyond*. New York: Basic Books.
ISBN 0-465-01405-4 (paperback)

Edward, J., Ruskin, N., Turrini, P. (1981). *Separation-Individuation: theory and application*.
NY: Gardner Press. ISBN 0-89876-018-6

Jung, C. G., C.G. Jung, J. Henderson, J. Jacobi, A. Jaffe (Eds.) (1968). *Man and his symbols*.
Paperback: ISBN-13: 9780440351832

(These books will assist students in understanding theoretical material presented in class)

lectures, and will aid in course assignments. They are not, however, required.)

RECOMMENDED BOOKS

Bettelheim, B. (1983). *Freud and man's soul*. NY: Alfred A. Knopf

Fairbairn, W. (1994). *Psychoanalytic studies of the personality*.

Freud, S., J. Strachey (Ed.) (1990) *The Question of Lay Analysis*. Paperback: ISBN-13: 9780393005035

Guntrip, H. (1969). *Schizoid phenomena, object relations and the self*. International Universities Press.

Kohut, H. (2000). *The analysis of the self: A systematic approach to the psychoanalytic treatment of narcissistic personality disorders*. International Universities Press.

Masterson, J., & Klein, R. (1989). *Psychotherapy of the disorders of the self*. London: Brunner-Routledge

Ogden, T. (1989). *The primitive edge of experience*. New Jersey: Jason Aronson Publishers

Winnicott, D.W. (1986) *Home is where we start from: Essays by a psychoanalyst*. Norton, W.W. & Company, Inc.

EVALUATION

Students will receive a letter grade in this course. It will be based on the following criteria:

1. **Class Attendance:** Because this is an accelerated class compressed into two weekends, **students must attend all classes in their entirety**. Failure to do so can result in a reduction in the final grade that could prevent passing the class.
2. **Class participation** is based on students showing evidence of having read the assigned material before class, asking appropriate questions, and participating fully in class discussion. Students are encouraged to share case material (protecting clients' confidentiality) and discuss applications of psychodynamic theories. **Online Participation:** It is important for students to participate online by posting at least twice weekly and meeting the assignments for that week's module. **Online Participation runs from Monday 5:00 pm (when the new module is released) to Saturday midnight**, unless otherwise indicated. All weekly assignments must be posted by the indicated deadline. Students may continue responding to each others'

postings beyond the deadlines. However, late required postings are not read or reviewed by instructor. Students should contact the instructor as soon as possible if for some reason they will be unable to post for the week. Students are reminded that failure to post during a weekly module is like missing a class. Deductions in attendance are taken accordingly.

Written Case Study and Oral Presentation: Select a client, real or imagined, and do a written case presentation that demonstrates the application of psychodynamic theory and principles. Include: (1) how the client presents (2) what the presenting problem is (3) psychosocial history, especially as it applies to the client's experience with the separation-individuation process (4) transference issues that appear in therapy (5) therapist's interventions and interpretations, as well as countertransference (5) a summary of key psychodynamics, including separation and individuation issues (6) a description of defense mechanisms (7) and a general treatment plan including predictions of the course of therapy.

The paper should be approximately 6-8 pages long (longer is acceptable), NOT including cover page and reference page. **Cases will be presented, in class on the second weekend, Oct. 23-24.**

Case Study Papers are Due: Tuesday, Oct. 26, noon (Papers do not have to be finished until the due date of Oct 26, but students should be prepared to discuss their cases in class.) They need to be submitted to turnitin.com (see instructions below), also sent to the course drop box, with a follow-up email directly to the instructor that this has been done.

4. **Research Paper:** This paper will focus on **one psychodynamic theorist. Students will be given a list of theorists from which to choose and make a selection based on a first come-first served basis (this will be posted on the online class).** The paper should cover the major theories or constructs of this theorist and how he or she has contributed to the field of psychodynamic psychotherapy. It is important that this paper be based **on the actual writings** of the chosen theorist and not on other writers' summaries or commentaries. The paper should draw from a book or articles by the original theorist, with two additional references from peer reviewed journal articles (which do not have to be by the original theorist). Papers should be 6-8 pages, NOT including cover page and reference page, (longer is acceptable), in APA format, citing references correctly. At least three references (not including course texts) are needed, preferably by the original theorist.

Students will do a brief "online" presentation of their selected theorist. This will consist of a brief summary of a major element or idea of the theorist, and can be drawn directly from the students' research papers. The schedule for these presentations will be determined during the first weekend of class.

Research Papers are due: Wednesday, Oct. 20 by noon.

List of theorists from which to choose:

- Sigmund Freud
- Anna Freud
- Melanie Klein
- Harry Stack Sullivan
- W.R.D. Fairbairn
- D.W. Winnicott
- Heinz Kohut
- Karen Horney
- Otto Kernberg
- Margaret Mahler
- James Masterson
- Thomas Ogden
- Roy Schafer
- Nancy Chodorow
- Carl Jung

Students may not duplicate another student's topic. If students wish to focus on a theorist not on this list, check with the instructor.

TURNITIN.COM

All students must submit their Case Presentation Papers, and their Research Papers to turnitin.com.

Students: Go to their website and set up your own profile. The course is listed as Psychodynamic theories. The number is 3418859, the password is "Freud". The system is set up so that you can only upload a document once. Be sure to upload to the proper assignment file. You will not be able to view your paper once it is submitted. If you have a problem uploading, contact turnitin, but also email the instructor stating the nature of the problem. ALSO send an electronic version to the online course drop box. **Then send an email directly to the instructor at ybennett@argosy.edu, to confirm that you have done both.** Students are advised that references for research papers will be randomly checked.

Papers must be APA style for full credit (see grading rubrics shown below).

Late papers will not be accepted without prior agreement with the instructor.
Even if accepted, late papers are usually subject to a reduction of one letter grade for each day of lateness.

Percentage Criteria:

- 20% In- Class participation
- 20% Online participation and completion of online assignments (5% for online presentation of theorist chosen for research paper)
- 25% Written Case Study
- 10% Oral Presentation
- 25% Final Research Paper

Note to Students: Because of the accelerated format and the complex nature of the material covered in this class, students must complete all reading assignments, as indicated, before the designated classes. This will enable students to better understand the lecture material and to participate more fully in class discussions.

STUDENTS MUST COMPLETE ALL REQUIREMENTS IN ORDER TO RECEIVE A PASSING GRADE IN THIS COURSE.

Grading Criteria

Criteria for grades for each requirement are as follows. Deduction in points are made for late papers depending on degree of lateness and deductions are made if they are not APA style. Deductions will be taken for absences from classes and may result in a student having to retake the class.

Final Papers:

A+=99+

Paper shows original thought, provides excellent coverage of the material, is well written, and is in appropriate APA format, including required number of references.

A = 92 -98

Paper is in appropriate APA format, well thought out, and provides excellent coverage of material, and includes required number of references.

A- = 90-91

Paper is well thought out, uses the required number of references, is organized, provides excellent coverage of material but has missed a minor aspect of APA format or is not as well written in a way that slightly interferes with comprehension of minor points of the paper. For example, paper lacks a good summary and ends abruptly.

B = 80 - 89 Paper is well thought out, but is missing one component of APA format OR coverage of material is only adequate. Range from B+ to B- depends on the degree to which writing style promotes—or interferes with—the reader's comprehension; the

degree to which APA format has been missed; and/or the degree to which the coverage of the material is adequate. To obtain a "B" at any level, still requires citing and incorporating the required number of references.

C = 70 - 79

Insufficient number of references provided and/or limited coverage and/or disorganized, difficult to understand paper.

NOTE: There are no "D's" at AU graduate school

F = <70

Paper is disorganized AND coverage is not adequate AND does not conform to APA format

Evidence of plagiarism OR paper not submitted

Criteria for Class Participation (includes online participation)

Grade

A = 90+

Student actively participated in discussions in all discussions; nearly all comments were thought provoking and incorporated material from the assigned readings.

B = 80 - 89

Student actively participated in all discussions; most of the comments were thought provoking and incorporated material from the assigned readings

C = 70 - 79

Student participated in discussions in more than 70% of class sessions; comments/questions demonstrate a surface level understanding of course topics

NOTE: There are no "D's" at AU graduate school

F = <70

Student participated in less than 70% of class sessions; comments/questions did not demonstrate an understanding of course topics

Student did not participate in class discussions

Writing Requirements: Graduate school requires a large amount of writing and is geared towards helping students develop and polish academic writing skills in preparation for their dissertations and later professional projects. It is recognized that some undergraduate schools may not have insisted that their students achieve the writing competence necessary for graduate school. If a student is unsure of his/her writing skills, it is recommended that he or she turn in a final paper at least two weeks before the due date to get the instructor's guidance and feedback. If problems are

corrected and the final draft of the paper is turned in before the final date, the result is usually a higher grade than the student would otherwise receive. Information regarding writing resources available for students will be provided in class.

Honor Code: By accepting admission to Argosy University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violation of academic integrity will not be tolerated. Refer to your Student Handbook for details.

This means that each student is expected to do his or her own work and to utilize and cite references appropriately for papers without plagiarism. If you are referring to information from another source, you must describe it in your own words AND cite the source, unless you are using direct quotes that are indicated as such, and are correctly cited. **It is not ethical for a student to submit a research paper that was submitted in a different class.** Students are advised that all research papers will be submitted to TurnItIn.com to scan for plagiarism. The consequences for plagiarism are an "F" for the class and an evaluation will be made to determine if dismissal from the program is indicated. Please contact the instructor for any questions regarding this.

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student.

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, **Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty.** It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin,"

(www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is AU Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact Lewis Bundy, head of Student Services at AUSFBA.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student and a copy is sent to the instructor. The student is then responsible for discussing the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. **Accommodations are not retroactive.** Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

CLASS OUTLINE FALL 1, 2010

Online: NOTE: For those weeks where the class meets on campus, the deadline for postings online is the Friday before 6:00 pm.

Online Week 1: Sept. 7-11

Introduction to class and student introductions. Discussion: What is psychodynamic psychotherapy?

Reading Assignment: *Principles of Psychotherapy* Chapters 1-7

Online Week 2: Sept. 13 – 17

Friday, Oct. 17, 6:00 pm, early online posting deadline for CLASS WEEKEND

Basic principles of psychotherapy

Reading Assignment: *Principles of Psychotherapy* Chapters 8-10

Additional reading assignments (to be assigned)

FIRST WEEKEND

SEPTEMBER 18 – 19, 2010

Required Reading due before this class:

Principles of Psychotherapy Chapters 1-11

Recommended Reading: S. Mitchell and M. Black, (1995). *Freud and beyond*. Pages: xv-169.

SATURDAY, SEPTEMBER 18, 2010

9:00 -6:15 p.m.

LIBRARY ORIENTATION: Will be held from 1:00 - 2:30. Students should bring lunch. Attendance required, unless student has attended previously.

Introductions and overview of course and requirements.

History and development of psychoanalytic and psychodynamic theories.

The principles of psychotherapy: Transference, counter-transference, and resistance; use of dreams and free association.

Principles of psychoanalysis: the drive theory; psycho-sexual stages; the three aspects of the psyche; what was Freud *really* saying?

Video: *The Biography of Freud*

Ego psychology: Anna Freud and defense mechanisms; Heinz Hartmann and other ego psychology theorists.

Margaret Mahler and developmental ego psychology. (Videos)

Melanie Klein and Kleinian Theory

Demos and role plays

SUNDAY, SEPTEMBER 19, 2010

9:00 a.m. - 6:15 p.m.

PROGRAM ORIENTATION, Required for all first year students: Brown Bag Lunch, 1:00 - 2:00 pm

Fairbairn and the basics of object relations. Comparison to Freud and Klein

Winnicott and Guntrip and more object relations from the British School.

Self Psychology: Kohut

Video: Object Relations in session

Demos and role plays

Weekend Wrap-Up

Online Week 3: Sept 20-25

Ego Psychology and defense mechanisms

Dealing with Resistance

Online Assignment: Guess My Defense

Additional reading assignments (to be assigned)

Online Week 4: Sept. 27 - Oct. 2

Separation-Individuation process

Additional reading assignments (to be assigned)

Student Online presentations of theorists

Online Week 5: Oct. 4 – 9

Transference

Additional reading assignments (to be assigned)

Student Online presentations of theorists

Online Week 6: Oct. 12-16 *(Monday, Oct. 11 is a holiday)*

Countertransference

Additional reading assignments (to be assigned)

Student Online presentations of theorists

Online Week 7: Oct. 18 – 22

Friday, Oct. 22, 6:00 pm, early online posting deadline for CLASS WEEKEND

Termination issues in therapy

Research Paper Due, Wed., Oct. 20 noon

Additional reading assignments (to be assigned)

Student Online presentations of theorists

SECOND WEEKEND
OCTOBER 23 -24, 2010

Required Reading: To be assigned

Recommended Readings before this class:

Edward, J., Ruskin, N., Turrini, P. (1981) *Separation-Individuation*, pp.93-208

Jung, C. (1968). *Man and His Symbols*, Parts 1-3

Mitchell, S., Black, M. (1995). *Freud and beyond*. Pages: 60 – 84; 170-265.

SATURDAY, OCT. 23, 2009

9:00 a.m. - 6:15 p.m.

Clinical Applications of psychodynamic theory

Object Relations, continued.

Separation-Individuation Case Studies

Student case presentations.

SUNDAY, OCTOBER 24, 2009

9:00 a.m. - 6:15 p.m.

Jungian Analysis: The Nature of the Unconscious Mind

Jung's theories, typology, and the use of dreams in psychodynamic psychotherapy.

"Dream Group"

Video: excerpt from *Jung: A Matter of Heart*

Student presentations.

Psychodynamic Psychotherapy summary of theories

Online Week 7 1/2: Oct. 25-27

Course Wrap-Up

Written Case Presentation Paper Due, Tuesday, Oct. 26, noon.