

ARGOSY UNIVERSITY  
SAN FRANCISCO BAY AREA

DOCTORATE IN COUNSELING PSYCHOLOGY

# PSYCHODYNAMIC THEORY

C7436  
3 credits

## COURSE SYLLABUS & OUTLINE

Professor: Virginia Bennett, Ph. D.

Fall 2, 2009  
Oct. 28 - Dec. 19  
On Campus classes:  
Nov. 7-8; Dec. 5-6

AU Phone: 510-217-4147  
Private Office: 510-644-1246  
Email: vbennett@argosy.edu  
Office hours: Mon- Thurs and by  
appointment

*10-26-09 Syllabus is subject to change.*

### **ARGOSY COMMUNICATION:**

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

### **COURSE DESCRIPTION**

This course is designed to provide a comprehensive overview of psychodynamic theories from psychoanalytic, object-relations, and Jungian psychology. 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 by presenting historical and contemporary case studies.
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.

### **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.

Fall Session I (7.5 week courses): October 11, 2009

Fall Session II (7.5 week courses): December 2, 2009

Fall Full Term (15 week courses): November 14, 2009

### **REQUIRED READING MATERIAL**

#### **TEXTBOOKS:**

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

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

Mitchell, S., and Black, M. (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

Other articles and readings may be required and/or will be provided by the instructor.

#### **Recommended Books**

APA (2005). *Concise rules of APA style*. Washington, DC: American Psychological Association. ISBN 1-59147-252-0

Fairbairn, W. *Psychoanalytic studies of the personality*.

Guntrip, H. *Schizoid phenomena, object relations and the self.*

Kohut, H. *The analysis of the self.*

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

**PROGRAM OUTCOMES: DOCTOR OF EDUCATION IN COUNSELING PSYCHOLOGY:**

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

**Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.**

Competency 2: Theory

**Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.**

Competency 3: Writing

**Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.**

Program Outcome Two: Research

**Competency 1: Analyze research, translate research findings, and conduct research for improvement of counseling psychology services using statistics and evaluation methods.**

Program Outcome Three: Interpersonal Effectiveness and Professional Development

**Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.**

- a. **Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.**
- b. **Analyze the importance of effective nonverbal communication skills in interpersonal relationships.**
- c. **Solicit and utilize feedback to build and maintain interpersonal relationships.**

**Competency 2: Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.**

**Program Outcome Four: Ethics**

**Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.**

**Program Outcome Five: Diversity**

**Competency 1: Multicultural Skills**

**Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.**

**Competency 2: Multicultural Awareness**

**Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.**

**Competency 3: Multicultural Knowledge**

**Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.**

## **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.
  
1. **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 and discuss applications of psychodynamic theories.
  
2. **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 Sunday Midnight **UNLESS OTHERWISE INDICATED ON THE SCHEDULE (Friday posting deadlines are held for weeks of on-campus classes).** **Late 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. Points will be deducted for "not showing up for class" online.
  
3. **Written and Oral Case Presentation:** Select a client, real or imagined, and do a written case presentation that demonstrates the application of a psychodynamic theory and principles. Include:
  - (1) How the client presents
  - (2) The presenting problem
  - (3) Psychosocial history and background information
  - (4) a brief transcript of dialogue in a session as an example of psychodynamic style interventions
  - (5) Psychodynamic formulation: a summary of key psychodynamics including analysis of transference, analysis of countertransference, prevalent defense mechanisms, analysis of resistance
  - (6) A general treatment plan including predictions of the course of therapy.
  - The paper should be approximately 8-10 pages long. DOES NOT INCLUDE COVER PAGE OR REFERENCE PAGE. **Due Date: Monday, Dec. 14, 9:00 am.**

**Cases will be presented, including a brief description of the chosen psychodynamic theory, in class on the second weekend, Dec. 5-6.** *(Papers do not have to be finished until the due date of Dec. 14, but students should be well prepared to discuss their cases in class.)*

4. **Research Paper:** This paper will focus on **one psychodynamic theorist** based on the

handouts, materials on reserve in the library, as well as additional material from books or peer reviewed journals, **pending approval by the instructor**. 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. STRONGLY RECOMMENDED: Sigmund Freud, Anna Freud, Karen Horney, Melanie Klein, H. Kohut, H. Guntrip, D.W. Winnicott, W. Fairbairn, Ogden. (Do not use E. Erikson, Bowlby or Ainsworth as the main theorist, although references of these can be used.) Papers should be 6-8 pages, not including cover page and reference page, (longer is acceptable), in APA format, citing references correctly. At least two references (not including course texts) are needed, preferably by the original theorist. An abstract is not required.

**DUE DATE: Wednesday, Dec. 2, noon.**

All students must submit BOTH the Written Case Report and their Research Paper to turnitin.com AND send an electronic version directly to the instructor at vbennett@argosy.edu Go to turnitin.com and follow instructions for setting up your profile. Class is Psychodynamic Theory, password is: Freud and code number is: 2959556.

**Late papers will not be accepted without prior agreement with the instructor**

**Percentage Criteria:**

- 20% In- Class participation
- 20% Online participation and completion of online assignments
- 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 discussion; 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.

**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. Students are advised that references for research papers will be randomly checked.

**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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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](http://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. The student is then responsible for presenting and discussing a copy of 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 2, 2009**

**Online:** NOTE: For weeks preceding a class weekend, the deadline for postings online is the Friday before by 6:00 pm.

### **Online Week 1: Oct. 29- Nov. 1**

Introduction to class and student introductions.

Discussion: What is psychodynamic psychotherapy?

**Reading assignment: begin reading Mitchell and Black (read pp. xv – 169 by first on-campus class weekend)**

### **Online Week 2: Nov. 2- 6** (shortened due to Weekend Class)

Discussion of Freud and classical psychoanalysis (covers Chapter 1 in Black)

**Reading Assignment: Mitchell and Black, Chapter 1; Freud's *Question of lay analysis*, Chapters 1-5**

## **FIRST WEEKEND**

**NOVEMBER 7 & 8**

### **Readings due before this class:**

S. Mitchell and M. Black, (1995). **Freud and Beyond**. Pages: xv- 169.  
*Freud's Question of lay analysis*, Chapters 1-5

### **SATURDAY, NOV. 7**

9:00 -6:15 p.m.

Introductions and overview of course and requirements. History and development of psychoanalytic and psychodynamic theories. The principles of psychoanalysis: the drive theory; psycho-sexual stages; the three aspects of the psyche; what was Freud *really* saying?

OPTIONAL: Video: *The Biography of Freud* will be shown at Lunch (1:00 – 2:00). Please bring your lunch if you want to watch the film in its entirety.

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

**Psychoanalytic Traditions:** Transference, counter-transference, and resistance; use of dreams and free association.

**Melanie Klein and Kleinian Theory**

**SUNDAY, NOV. 8**

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

**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

**Margaret Mahler and developmental ego psychology.** (Videos)

Video: Object Relations therapy.

Weekend Wrap-Up

**Online Week 3: Nov. 9 -15**

Ego Psychology and defense mechanisms (covers Chapter 2 in **Mitchell and Black** )

**Online Week 4: Nov. 16 - 22**

Discussion of Separation-Individuation process

**Reading Assignment: Part One: Theory in Separation-Individuation pp. 3-72**

**Online Week 5: Nov. 23 – 29**

Separation-Individuation continued

**Reading Assignment: Part Two: Clinical Applications, pp. 93 -208**

**Online Week 6: Nov. 30 – Dec. 4** (Shortened week prior to Weekend Class)

Case Studies, preview.

**RESEARCH PAPERS DUE: Wed., Dec. 2, noon**

**SECOND WEEKEND**

**DEC. 5 & 6**

**Readings due before this class:**

REQUIRED READING: All of Separation-Individuation Text,

Recommended Reading: C.G. Jung (1968). *Man and his symbols*. Parts 1-3.

**SATURDAY, DEC. 5, 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, DEC. 6, 2009**

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

#### **Object Relations, continued**

#### **Jungian Analysis: The Nature of the Unconscious Mind**

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

"Dream Group"

Video: Jung.

Student presentations.

#### **Course Summary and review.**

#### **Online Week 7: Dec. 7 -13**

Case Studies, plus.

#### **Online Week 8: Dec. 14 - 18**

Course Wrap-Up

**WRITTEN CASE PRESENTATIONS DUE: Monday, Dec. 14, 9:00 am.**