

Argosy University San Francisco Bay Area
Department of Counseling Psychology
Ed.D. Program in Counseling Psychology
Syllabus
Course Title
Psychodynamic Theory
Course Number C 7436
Fall I Semester 2007

Instructor: Dr. Russell A. Chapman, Ph.D.
Phone: TBA
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Office Hours: TBA

Required Texts:

Stephen A. Mitchell and Margaret J. Black. (1996). *Freud and beyond: A history of modern psychoanalytic thought*. New York: HarperCollins. [ISBN: 0465014054]
Michael Kahn. (2002). *Basic Freud: Psychoanalytic thought for the 21st century*. Basic Books. [ISBN: 9780465037162]
Nancy McWilliams. (1994). *The psychoanalytic diagnosis: Understanding personality structure in the clinical process*. New York: Guilford Press. [ISBN: 0898621992]
Nancy McWilliams. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. New York: Guilford Press. [ISBN: 1593850093]
Allan N. Schore. (2003). *Affect regulation and the repair of the self*. New York: WW. Norton. [ISBN: 0393704076]

Course Description:

This course will explore the ways that complex mental events influence our personality and behavior as adults. It will provide an overview of contemporary psychodynamic theories regarding the development of the self and the interrelationship of self and others, and will investigate current therapy models derived from those perspectives. Assignments and class proceedings will emphasize the practical application of psychodynamic concepts and proficiencies to enhance working therapeutically with clients, including:
a) sustaining an empathic inquiry into the unconscious, and allowing its contents and associations to surface, be experienced and understood; b) discovering the meaning of both positive and negative interactions with clients; c) using the therapeutic relationship, and techniques such as analysis of defenses and interpretation, to foster healing and growth.

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 (indicated by bold type). Students may not withdraw from this course after the date 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 Full Term (15 week courses): November 12, 2007

Fall First Session (7 ½ week courses): October 8, 2007

Fall Second Session (7 ½ week courses): November 29, 2007

Course Objectives:

Upon completion of the course, students will have:

1. Gained and demonstrated a broad understanding of current psychodynamic thinking regarding personality development, psychological vulnerability, and healthy functioning.
2. Enhanced their ability (a) to conceptualize clients and themselves in psychodynamic terms, and (b) to integrate and apply psychodynamic methods based on accurate comprehension of the specific needs of particular clients and therapy situations.
3. Become adept at recognizing and facilitating the collaborative, relational context of the therapist/client dyad.

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.

Methods of Instruction:

This course will be blended delivery. The traditional meetings are September 8th and 9th, 2007 and October 6th and 7th. The remaining of the course will be delivered online through Argosy University course management system. The online portion of the course begins September 4th, 2007 and ends October 24th, 2007. The traditional face-to-face meeting will include lecture, class discussion, role-play exercises, videos and student-group lead presentations. The online delivery will include online quizzes & discussion threads.

Prerequisites:

It is expected that students will have completed one course in psychodynamic theory and technique at the Master's Degree level. If this is not the case, please call or email the instructor for assistance.

Content Areas:

The content areas of this course at discussion and analysis of basic Freudian thought, Interpersonal Psychoanalysis, Contemporary and Psychologies of Identity and Self.

Course Calendar: Fall I 2007

September 4-8: Basic Freud/Freud and Beyond/Face-to-face meeting 9-8 & 9-9

September 9-15: Basic Freud/Freud and Beyond

September 23-29: Affect regulation and the repair of the self

September 30 – October 6: Affect regulation and the repair of the self /Student presented Paper Topics/Face-to-face meeting 10-6 & 10-7

October 7-13: Affect regulation and the repair of the self

October 14-20: The psychoanalytic diagnosis: Understanding personality structure in the clinical process/Psychoanalytic psychotherapy: A practitioner's guide.

October 21-24: The psychoanalytic diagnosis: Understanding personality structure in the clinical process/Psychoanalytic psychotherapy: A practitioner's guide.

Attendance:

All students are required to attend the course site weekly and all fact-to-face meetings. It is the professor's experience that to maximize the student learning she or he needs to attend the class site at least times a week. You will put about five to six hours into the course a week not including weekly reading. I will keep track of student attendance through the course site and if you do not attend each week than you cannot receive an "A" in the course.

Course Requirements:

The course requirements are weekly discussion board questions (DBQ's), weekly online quizzes, and a paper presented/final paper by the student on the October face-to-face meetings.

Weekly DBQ's:

There will be weekly DBQ's on the discussion board (DB) for all students to answer. There will be 4 questions given from any of the required course textbooks and students are responsible for answering 3 out of 4. The actual DBQ's answered by the student are the choice of the student. DBQ's are posted by Sunday evening and are expected to be answered by the following Saturday evenings at 12:00 Midnight PST (Pacific Standard Time). All begin and due dates are listed in the course calendar. All students are expected to reply and give a "thoughtful comment too at least two fellow student's postings." A thoughtful comment is defined and posing questions to a classmate for her or his response, communicating something significant you learned from a classmate's posting, or adding an additional "perspective" of how you "perceive" the information given by the fellow student's posting. These DBQ's are graded on the student's thoughtfulness and mindfulness in the given answer and reply. There are "actual" right answers for each question, but there can be a "subjective" twist given by students when they are asked to "apply" their answer to real life circumstances. All answers are to follow APA writing style/format (Especially paraphrasing and quoting). All answers must be each student's original work and not a copy from another student's work. If there is evidence or copying, then the professor will assign a "0%" for that individual assignment. There may or may not be a relationship between weekly DBQ's and the weekly online quizzes.

Posting DBQ's:

Students are highly encouraged to type all the DBQ answers out in Microsoft word processing and save them as an individual file on their home computer. Then up-load their answers to the discussion board (DB) by attachment and by "copy/paste" directly into the DB. This allows your instructor to view the assignments both ways and trouble

shoots a lot of technological issues. Students who choose to type their answers “directly” into the DB may lose their information, if they lose their connection to the course site. Thus, causing a lot of pain, frustration, and time consuming work for the student.

Weekly Quizzes:

Weekly quizzes will be on the readings. The questions will be multiple choice and true/false format. There will be 7 weekly quizzes. The quizzes will be between 50 questions and will be graded upon completion. There is no time limit on the quiz and you will be able to retake the quiz once for a higher grade, if she or he wishes to try to increase her or his grade. However, each student only has two attempts on each quiz and the second attempt is student choice. If your score on the second attempt is lower than the first, then the second score stands for the grade earned on that particular quiz. All quiz due dates are listed in the course calendar. Students are allowed to use their course materials while taking the quiz. Students only have access to any given weekly quiz during times listed on the course calendar. Students will be allowed the access the weekly quizzes on Thursday, Friday, or Saturday of the respective week. You may only take the quiz on the times listed on the course calendar or you may take the quiz early. All quizzes will be “available” Sunday evening for those students who wish to take it early. However, students may not take quizzes late. They will disappear after the week listed on the course calendar. Resulting in a “0%” for that particular weekly quiz. There is a discussion board thread on the course site to debate particular test questions. Please follow the directions on that discussion board thread when posting your debate. The debate does not guarantee credit return for the question, only the dialogue between students about the particular question can return points on that particular question. Students should not e-mail the professor her or his debate. The professor will enter in the dialogue with students on the discussion thread.

Student Presented Papers & Final Paper:

The student present papers are geared toward helping the student play around with her or his ideas for the final paper. The actual topic of the paper is chosen by the student. However, the paper must be of interest to the student and pertain to materials discussed in class. The presentation portion of the paper can be done in any manner the student wants to, including power point or any other traditional means. The presentation portion will be done on the face-to-face meetings of October 6th & 7th. The actual paper portion of the paper is due October 19th via e-mail attachment. All topics must be instructor approved prior to the half point in the class. The due dates for topic choice and for posting your presentation are listed in the course calendar. All materials presented in the presentation must be original student work and must follow APA right style/format (Especially paraphrasing and quoting). Every presentation must have an APA reference list with all information presented in APA format. The final paper must be done in APA format, including title page, correcting heading, and reference page. Students may not take

information directly off a website and place it in her or his presentation. There must be complete and comprehensive coverage of the chosen topic and students are allowed to have the instructor preview the presentation to see if this objective has been completed. Preview dues dates are listed in the course calendar. The instructor will not preview presentations except on those dates. There is a specific document under “course documents” explaining the presentation in more detail. Please refer to that document for further instruction and details.

The Weekly Routine:

All students should go through the following weekly routine to have success in this course:

1. Read all assigned reading as listed in the course calendar.
2. Read, process, and develop your own original answers to the discussion board questions (DBQ’s). Then posted them to the discussion board (DB).
3. Finally take and or retake (if needed) weekly quiz by the end of the week (Saturday midnight PST).

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized

F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.
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Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Course Grading:

Grades are determined on a points scale at the end of the semester. Below is the final point scale which will determine your final grade. However, they will be “weekly” grades recorded in your grade book to allow you to view your performance along the semester. The professor will send out an “all class” e-mails to everyone indicating when weekly grades have been up-dated. Grading is progressive throughout the semester and final grade posting dates are indicated in the course calendar.

1. 900-1000 Points = A
2. 800-899 Points = B
3. 700-799 Points = C
4. 0-699 Points = F

Library

All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online

Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

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.

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.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director

of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.