

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA
ED.D. IN COUNSELING PSYCHOLOGY

PSYCHODYNAMIC THEORIES OF COUNSELING

C7436 — 3 Credits

FALL 1: September 5 - October 25, 2006

INSTRUCTOR: Pat Shelton, Ph.D., MFT
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AVAILABILITY: Students may call or e-mail the instructor at any time.

COURSE SYLLABUS

Syllabus is subject to change.

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.

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.

REQUIRED TEXTS

1. Stephen A. Mitchell and Margaret J. Black. (1996). *Freud and beyond: A history of modern psychoanalytic thought*. New York: HarperCollins. [ISBN: 0465014054]

2. Martha Stark. (2000). *Modes of therapeutic action: Enhancement of knowledge, provision of experience and engagement in relationship*. Northvale, NJ: Aronson. [ISBN: 0765702509 paperback / ISBN: 0765702029 hardcover]

RECOMMENDED READING

1. Michael St Clair and Jody Wigren. (2003). *Object relations and self psychology: An introduction (4th ed.)*. Belmont, CA: Wadsworth. [ISBN: 0534532934]
2. Nancy McWilliams. (1994). *The psychoanalytic diagnosis: Understanding personality structure in the clinical process*. New York: Guilford Press. [ISBN: 0898621992]
3. Nancy McWilliams. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. New York: Guilford Press. [ISBN: 1593850093]
4. Allan N. Schore. (2003). *Affect regulation and the repair of the self*. New York: WW. Norton. [ISBN: 0393704076]
5. A comprehensive bibliography will be posted on the course's website.

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.**

COURSE FORMAT

- ◇ The course format is to consist of weekly contact. It will be presented online in seven weekly modules and in class over two weekends a month apart.
- ◇ Because of the accelerated format of this course, absences or missed hours—regardless of the reason—during weekend classes cannot be made up, and will result in a lowering of the grade.

Emphasis of the first weekend— Psychodynamic THEORY.

1. Using the Mitchell/Black text will thoroughly discuss major psychodynamic theories and related research, including developmental concepts (e.g., attachment, affect, separation-individuation; self-invariants) and the effects of trauma/neglect on the child, and object relations concepts (e.g., self and object representations; defense mechanisms). Our goal will be to heighten awareness of how humans internalize and form mental representations of their relationships with significant others.
2. Videos that shed light on these concepts will be shown.

Emphasis of the second weekend — Psychodynamic TECHNIQUE.

1. We will discuss Stark's integration of various models of psychodynamic therapy within an intersubjective context.
2. We will discuss, role-play, and watch videos depicting psychodynamic therapy and the most useful techniques, focusing especially on concepts and techniques derived from:
 - a. Psychoanalysis and Object Relations: frame; therapeutic alliance; evenly hovering attention; defense mechanisms; the triangle of conflict; the self-disorders triad; resistance; enactment; transference; countertransference; the past/present/transference triad; interpretation (proximal to distal; phases of clarification, confrontation, interpretation, and working-through); supportive vs. reconstructive psychotherapy

- b. Self-Psychology: selfobject functions and transferences; empathic attunement; experience-near vs. experience-distant relating; sustained empathic inquiry; dealing with empathic failures
- c. Intersubjective/Relational therapy

COURSE ASSIGNMENTS

PRIOR TO THE FIRST WEEKEND:

1. Read all of the Mitchell/Black text. Be prepared to discuss, compare and contrast the theories presented in the text. Take notes on important points and questions to bring up in class.
2. Effective depth therapy requires deep self-understanding as well as empathy, attunement, and theoretical knowledge. As you are reading the chapters, begin thinking about how the concepts being discussed apply to what you know about yourself, your family, your clients. You will need to write up these concepts in the Mid-Term Paper, which is a journaling assignment.

PRIOR TO THE SECOND WEEKEND:

1. Read all of the Stark text. Be prepared to discuss, compare and contrast the ideas presented in the text. Take notes on important points and questions to bring up in class.
2. If you are currently doing psychotherapy, think about selecting a case for the final paper. Read the Stark text with your case in mind so you can start preparing to write about the therapeutic work and one session in psychodynamic terms.

ONLINE COMPONENT

1. For each of the seven weeks of online work, readings and assignments will be posted.
2. See the attached Calendar of Assignment Postings and Due Dates for visual information on the dates when assignments will be posted online and for the due dates (all of which vary depending on which week of the term we're in).
 - a. For weeks 1, 3, 4, 5, and 7, materials and assignments will be posted by 11:59 pm on Sunday. For weeks 2 and 6 (which follow weekend classes), posting will occur by 11:59 pm Monday.
 - b. Except for the first assignment (autobiographical statement) and the week before a weekend class, all assignments are due by 11:59 pm on Saturday evening. Before a weekend class, the assignment is due 11:59 pm on Friday evening, unless noted.
3. All Discussion Board discussions should be written out using your word processor, rather than online, for these reasons:
 - a. The site will kick you off after a certain period of time, so if you haven't finished what you're writing, you'll lose all the work that you've done.
 - b. If you write your document on your word processor, you can run a spelling and grammar check before you upload it. Point deductions **WILL** be made for these mistakes.

MID-TERM ASSIGNMENT — JOURNAL *[this is continued on next page]*

1. As you read each chapter of the Mitchell/Black text, write down your thoughts and self-reflections. This will give you a head start on the journal and also prepare you for class discussion. The purpose of the journal is to validate important psychodynamic concepts by exploring how they are true for you.

2. The journal is not a discussion of whether you like or agree with a concept or not; it is *an application of significant concepts to yourself*. I hope you will feel free enough to really delve into your history and relate to it with some depth. Your journal will be absolutely confidential, and reviewed by me alone. Only the level of intellectual understanding and the relevance of personal application will be evaluated, not the content of what you write about yourself.
 3. For each of the nine chapters of the Mitchell/Black text, (1) summarize at least three significant issues or concepts (i.e., describe and discuss three major points of the chapter). *DO NOT* copy words from the reading—you must process and digest the meaning as clearly as you can; you will lose points for copying or merely paraphrasing the text. Then, (2) for chapters one through seven, add or weave in how important personal events, memories, intuitions, etc., from your own life relate to the concepts you're discussing. The theoretical summary plus the personal section should total one page per concept, for a total of 2-3 pages per chapter or article. Use APA format and make sure you cite the relevant page numbers from the text(s) for every point you make. Point deductions WILL be made for spelling and grammar mistakes. An excellent site for checking grammar rules is <http://www.bartleby.com/64/1.html>
- Complete and email this assignment by **11:59 pm on Saturday, September 30th**.

FINAL PAPER — CASE WRITE-UP [*this is continued on next page*]

1. Option A
 - a. Write *verbatim* process notes for at least 30 minutes of a session with a client with whom you can pay attention to psychodynamic principles and use some of the techniques discussed in readings and class. However, be careful not to disrupt the therapy if you try out new techniques. If you don't have a client with whom you can practice, please use Option B.
 - b. The process notes are to be written during or after a session or transcribed from an audiotape of the session and are to include, verbatim, all the important material that the client communicated, and your verbatim responses. If you tape the session, please obtain the client's permission first.
 - c. Students who write up and analyze a case of their own, using and discussing a verbatim transcript of one session, will automatically receive 3-5 extra points (33-35 possible points.)

Option B

- a. Write up a case with a verbatim transcript that the instructor will provide.
2. After writing up the verbatim account, or if using one provided by the instructor:
 - a. Discuss the theory/theories, personality assessment, and principles used in the therapy, and in the session, from a psychodynamic perspective.
 - b. Citing relevant theorist(s), discuss the client's self- and object-relations, unconscious guilt, repetition compulsion, engagement in the therapy, therapeutic/working alliance, defenses, resistance, transference and countertransference issues, as evidenced in this and/or other sessions with the client.
 - c. Citing relevant theorist(s), discuss your own participation in the session(s) using concepts from the Stark and Mitchell/Black texts, e.g., the client's defense mechanisms, resistance, projective and displacive identification; the therapist's empathic attunement and experience-near or experience-distant relating, empathic failures, facilitation of insight, corrective emotional experience, and/or corrective relational experience. Use APA format and make sure you cite the relevant page numbers from the text(s) for every point you make.

Point deductions WILL be made for spelling and grammar mistakes. Check grammar rules at <http://www.bartleby.com/64/1.html>

- d. Analyze what was psychodynamically significant about what the client said and why you or the therapist might have responded as you or she did. [continued next page]
 - e. Point out psychodynamic techniques you used or would have liked to have seen used, e.g., clarification, confrontation, interpretation, work with affect or pathogenic beliefs, etc.
 - f. Analyze what was accomplished in the session(s); and how as the therapist, you might follow up on it in later sessions. Mention anything you might do differently. Do not use systems theory, family therapy, or other non-psychodynamic concepts.
3. If you use one of your own sessions, you will not be graded on how well you did therapy or utilized psychodynamic techniques in the session(s). When you make mistakes or empathic failures (as everyone does all the time), it's most important that you're able to recognize them, follow their traces, and work with the consequences.
 4. The purpose of this assignment is for you to communicate your understanding of the less conscious, psychodynamic elements of what is going on in the therapist, in the client, and between the therapist and client. This assignment is due at **NOON on SUNDAY, Oct. 22nd**.

Lateness Policy: Students are expected to complete all assignments in a timely fashion.

Weekly assignments will lose **1 point** for each 24-hour period the posting is late.

The *Journal* and *Final Paper* will lose **5 points** for each 24-hour period the paper is late.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

- ◇ Readings Journal 30 % = **30 points**
- ◇ Final Paper 30 % = **30 points** (33-35 points are possible if student writes up a case, with a verbatim transcript of one session.)
- ◇ Online Assignments 25 % = **25 points** (5 points per assignment)
- ◇ Class Participation 15 % = **15 points**

CRITERIA FOR JOURNAL AND FINAL PAPER (30 PTS EACH)

Grade	
A = 25 – 30 points	Paper is in appropriate APA format, well thought out and provides excellent coverage of material.
B = 20 – 24 points	Paper is well thought out, but is missing one component of APA format OR coverage of material is only adequate .
C = 15 – 19 points	Insufficient number of references provided AND limited coverage.
D = 10 – 14 points	Paper is disorganized AND coverage is not adequate AND does not conform to APA format. [But D's are never given as a final grade in graduate courses.]
F = < 10 points	Evidence of plagiarism OR paper not submitted.

Reminder re Lateness: Term papers lose **5 points** for each 24-hour period they are late.

CRITERIA FOR WEEKLY ASSIGNMENTS (5 PTS EACH)

Grade	
A = 4-5 points	Assignment is well thought out and provides excellent coverage of material
B = 3-4 points	Coverage of material is only adequate

C = 2-3 points	Limited or incomplete coverage
D = 1-2 points	Assignment is disorganized AND coverage is not adequate
F = 0 points	Evidence of plagiarism OR assignment not submitted

Reminder re Lateness: Weekly assignments lose **1 point** for each 24-hour period they are late.

CRITERIA FOR CLASS PARTICIPATION *Thoughtful Class Participation is 15% of your grade!*

Grade	
A = 14-15 points	Student actively participated in discussions > 80% of the time; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 12-13 points	Student actively participated in discussions > 80% of the time; most comments were thought provoking and incorporated material from the assigned readings
C = 11-12 points	Student participated in discussions > 75% of the time; comments/ questions demonstrate a surface level understanding of course topics
D = 9-10 points	Student participated < 70% of the time; comments/questions did not demonstrate an understanding of course topics
F = < 9 points	Student did not participate in class discussions OR most comments/ questions did not demonstrate an understanding of course topics

GRADING

A = 93-100 / A- = 90-92
 B+ = 87-89 / B = 83-86 / B- = 80-82
 C+ = 77-79 / C = 73-76 / C- = 70-72
 F = 69 or below

CALENDAR – ASSIGNMENT POSTINGS AND DUE DATES – FALL 1

September 5 – October 25, 2006

SUNDAY	MONDAY	TUES.	WED.	THUR.	FRIDAY	SATURDAY
Sept.3 Week 1 <i>Assignment #1</i> <i>POSTED online</i>		5 Fall 1 begins	6	7	8 Autobiog. & Assignment #1 due by 11:59 pm	9 Weekend 1 @ Argosy
10 Weekend 1 @ Argosy	11 Week 2 <i>Assignment #2</i>	12	13	14	15	16 Assignment #2 due 11:59 pm
17 Week 3 <i>Assignment #3</i>	18	19	20	21	22	23 Assignment #3 due 11:59 pm
24 Week 4 <i>Assignment #4</i>	25	26	27	28	29	30 JOURNAL due 11:59 pm
Oct.1 Week 5 <i>Assignment #5</i>	2	3	4	5	6 Assignment #5 due 11:59 pm	7 Weekend 2 @ Argosy
8 Weekend 2 @ Argosy	9 Week 6 <i>Assignment #6</i>	10	11	12	13	14 Assignment #6 due 11:59 pm

15 Week 7 <i>Assignment #7</i>	16	17	18	19	20	21 FINAL PAPER due tomorrow at noon
22 FINAL PAPER due at noon	23	24	25 Fall 2 ends			

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 represents 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 are responsible for maintaining an electronic copy of any work submitted, because 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/San Francisco Bay Area 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 the Campus Director of Student Services who serves as the Disability Services Coordinator.

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.