Master’s Program in Clinical Counseling and Psychotherapy
The Institute for Clinical Social Work
CCP 555: Fundamentals of Psychodynamic Theory

Spring 2017

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ICSW Office Hours: by appointment

Course Description: This course surveys the seminal contributions of key theorists in the Freudian, British, and American psychoanalytic traditions. We will explore the clinical-theoretical problems with which each writer was concerned, as well as the implications of his or her work for contemporary practice. Each session includes one required reading, typically an overview of the material that we will discuss together in class. In addition, you will find a range of recommended readings, including a number of classic papers. The latter will be particularly important for those students who bring a scholarly interest and prefer to immerse themselves in the primary texts. I encourage you to make time each week for at least one classic paper from the list of recommended readings.

Educational Objectives:
- Enhance students' knowledge of clinical theory
- Situate major theoretical movements in the history of psychoanalytic thought
- Develop students’ familiarity with primary psychoanalytic source material
- Explore controversies in contemporary psychoanalytic theory
- Help students to think critically and to develop their own questions about the material

Teaching Methodology: It is expected that course objectives will be achieved through a combination of lectures, class discussions, readings, and completion of course assignments.

Respect for Diversity: Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.
Students with Special Needs: Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Student Evaluation and Grades: Classroom instructors grade students on their course work and submit written evaluative reports on the caliber of each student’s work. Practicum consultants/ supervisors grade students and submit reports each semester evaluating their work. Students’ overall performance will be monitored each semester by the Student Progression Committee.

Grading Standards
Grades are assigned according to the following standards:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior Work</td>
<td>4.0</td>
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<tr>
<td>B</td>
<td>Satisfactory Work</td>
<td>3.0</td>
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<tr>
<td>C</td>
<td>Marginal Work</td>
<td>2.0</td>
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<tr>
<td>F</td>
<td>Failure*</td>
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<td>P</td>
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<td>AU</td>
<td>Audit</td>
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<tr>
<td>INC</td>
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*Applies only to Field Placement/Practicum and Thesis Seminar

Grading Decision
- The purpose of grading is to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed.
- Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in the students’ transcript.
- If an instructor gives a student the option of doing unsatisfactory work over, the student will take an incomplete (INC) and will be allowed one repetition of the work for grading purposes.
- A grade of INC (incomplete) requires the instructor’s written approval. Incomplete grades should be reserved for extenuating circumstances. If an incomplete grade is given, the student must finish any work required to complete the course requirements by the end of the semester. If the course is not completed by this deadline, the student automatically receives an F (Fail) grade for the course. Further extensions may be obtained, under special circumstances, by permission of the Student Progression Committee. Requests for any extensions beyond the semester following the assignment of an incomplete grade must be approved prior to the next semester.
- Narrative evaluations of classroom and Practicum work are submitted at the end of each semester, along with grades.
- Pass/Fail grades may only be given for Field Placement/Practicum and Thesis requirements.
- Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after the end of each semester. A written evaluation of each student’s performance accompanies the grade.
Instructor and Field Placement/Practicum written evaluations of student performance are filed in student records by the Registrar/Coordinator of Student & Faculty Services. The student records are available for inspection by student during the Registrar’s/Coordinator of Student & Faculty Services regular working hours. Students may obtain copies of these evaluations and of transcripts by completing a transcript request form and paying a nominal fee for duplication.

All papers submitted for class requirements are to conform to the style guide in the “Institute for Clinical Social Work Style Manual,” which is located on the ICSW website in the academic resources section. Insofar as is practicable, ICSW style follows the Publication Manual of the American Psychological Association, commonly referred to as the “APA style manual.”

**Student Code of Academic and Professional Conduct:** Students are expected to adhere to both an academic and mental health professional code.

- As mental health care providers, it is important to strive for the higher standards of personal and professional conduct. Our professional commitment is to serve our clients to the best or our abilities and to further the goals of the profession.
- ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions.
- In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline.
- Students are expected to adhere to the principles of honesty and integrity that guide the members of the mental health profession in their transactions with others.
- Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.
- Students are expected to adhere to the guidelines set out by the Committee on Protection of Human Subjects in all research conducted in connection with work at ICSW. In addition, each student is bound by this code of academic and professional conduct. Failure to adhere to any of these articles will result in the specified sanction being applied.

**Academic Dishonesty:** Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program.

**Plagiarism Policy:** When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly sited and/or original.

**Course Requirements**
Readings: Students are required to read all assigned material and should be prepared to discuss the reading material assigned for each class.

Class Attendance and Participation: Active discussion of the ideas contained in the readings and lectures as well as class attendance and participation in class exercises are central to the success of this course. Excessive absences (more than a total of TWO classes) may result in a lowered grade. The instructor always appreciates being notified in advance by email if you will not be attending class.

Required Textbooks:


Course Assignments: Students will be required to write two 3-5 page response papers (each worth 20% of the final grade), and a 10-12 page final paper (worth 50% of the final grade). Participation in class discussion will account for the remaining 10% of the final grade.

Weekly Course Schedule

Class 1 The Case of Anna O. and Freud’s Seduction Theory

Required Reading:

Recommended Reading:

Class 2 Sigmund Freud I: Early Drive Theory (libido and self-preservative drive) and the Topographic Model

Required Reading:
Chapter 2 in Berzoff et al.

Recommended Reading:


Class 3 Sigmund Freud II: Later Drive Theory (libido and the death instinct) and the Topographic Model and the Structural Model

Required Reading:
Chapter 3 in Berzoff et al.

Recommended Reading:


Class 4 The Early Days of Ego Psychology: Anna Freud, Heinz Hartman, Ernst Kris, Rudolph Loewenstein, and Friends

***Response Paper #1 Assigned***

Required Reading:
Chapter 4 in Berzoff et al.

Recommended Reading:


Class 5  
Erik Erikson: Ego-Identity and the Life Cycle

Required Reading:
Chapter 5 in *Berzoff et al.*

Recommended Reading:
Erikson, E. (1950) *Childhood and Society* (pp. 247-274). New York: W. W. Norton & Company. [Scan]

Class 6  
The British School of Object Relations: Melanie Klein

***Response Paper #1 Due***

Required Reading:
Chapter 5 in *Greenberg & Mitchell*

Recommended Reading:

Class 7  
The British School of Object Relations: The British Independents I (Fairbairn)

Required Reading:
Chapter 6 in *Greenberg & Mitchell*

Recommended Reading:
Fairbairn, W.R.D. (1952) *Psychoanalytic Studies of the Personality* (Ch. 4 & 7). New York: Routledge. [Scan]

Class 8  
The British School of Object Relations: The British Independents II (Winnicott)

***Response Paper #2 Assigned***

Required Reading:
Chapter 7, pp. 188-209, in *Greenberg & Mitchell*

Recommended Reading:


Class 9 The American Hybrid of Ego Psychology-Object Relations II: Edith Jacobson

***Response Paper #2 Due***

Required Reading:
Chapter 10, pp. 304-326, in *Greenberg & Mitchell*

Recommended Reading:
*Psychoanalytic Study of the Child, 9*, 75-127. [PEP]

Class 10 The American Hybrid of Ego Psychology-Object Relations I: Margaret Mahler

Required Reading:
Chapter 9 in *St. Greenberg & Mitchell*

Recommended Reading:

Class 11 The American Hybrid of Ego Psychology-Object Relations II: Otto Kernberg

***Response Paper #2 Due***

***Final Paper Assigned***

Required Reading:
Chapter 10, pp. 326-348, in *Greenberg & Mitchell*

Recommended Reading:
Class 12  The Chicago School of Self Psychology: Heinz Kohut

Required Reading:

Recommended Reading:

Class 13  The Interpersonal School of Psychoanalysis: Sullivan

Required Reading:
Mullahy, P. (1940) A theory of interpersonal relations and the evolution of personality. In Conceptions of Modern Psychiatry: The First William Alanson White Memorial Lectures (pp. 119-147). Reprinted from Psychiatry 3,1 & 8,2. [Scan]

Recommended Reading:

Class 14  Relational Psychoanalysis I: Stephen Mitchell and Lewis Aron

Required Reading:

Class 15  Relational Psychoanalysis II: Donnel Stern and the Boston Change Process Study Group

Required Reading:

Class 16 Relational Psychoanalysis III: Robert Stolorow and Jessica Benjamin

Required Reading:
Benjamin, J. (2004). Beyond Doer and Done to. Psychoanalytic Quarterly, 73, 5-46. [PEP]

***FINAL PAPER DUE***