INSTITUTE FOR CLINICAL SOCIAL WORK

Course Outline  Fall, 2016

FREUD

Goals for this course include:

* Achievement of a working understanding of the fundamental concepts of psychodynamic theory as they were formulated by Freud

* Enhancement of the ability to think critically about Freud’s ideas

* Enhancement of students' ability to articulate their understanding of the relevant material verbally and in writing


It will be useful to have Laplanche, J. and J.-B. Pontalis (1967), The Language of Psycho-Analysis, D. Nicholson-Smith, translator, N.Y.: W.W. Norton, as a reference with respect to psychoanalytic terms.


http://freepsychotherapybooks.org/all-books/product/77-on-reading-freud/category_pathway-37 or
Class # 1


# 2 THE PSYCHODYNAMICS OF HYSTERIA: THE STRUCTURE OF NEUROTIC PHENOMENA


#3 FREUD’S DREAM THEORY

Freud, S. (1900). The Interpretation of dreams. Chapter II; Chapter V a and b; and Chapter VI a and b. The Standard Edition. Vol. IV.
#4 FREUD’S TECHNIQUE PAPERS

Freud, S. (1912). The Dynamics of Transference. *S.E.*, X11

_______ (1912). Recommendations for Physicians on the Psychoanalytic Method of Treatment. *S.E.*, Vol. XII


_______ (1914). Observations on Transference Love: Further Recommendations on the Technique of Psychoanalysis: *S.E.*, XII.

_______ (1914). Remembering, Repeating and Working-Through (Further Recommendations on the Technique of Psycho-Analysis II). *S.E.*, XII

#5 NARCISSISM, DEPRESSION, AND MOVEMENT TOWARD OBJECT RELATIONS


_______ (1917). Mourning and Melancholia. *S.E.*, XIV

#6 SEX, AGGRESSION, AND CONSCIENCE

Freud, S. (1915) Instincts and Their Vicissitudes. XIV

_______ (1930). Civilization and its Discontents. *S.E.* XXI.

#7 LATER DEVELOPMENTS ON ANXIETY, DEFENSE, AND SYMPTOM FORMATION


________(1926). Inhibitions, Symptoms, and anxiety, S.E., XX

#8 FINALE; LATE WRITINGS

The following four essays in Freud, S. (1937-1939 Moses and Monotheism, An Outline of Psycho-Analysis and Other Works (1939). S.E., XXIII:

Part II of The Practical Task in An Outline of Psycho-Analysis (1940 [1938])
Constructions in Analysis. (1937)
Splitting of the Ego in the Process of Defence. (1940 [1938])
Some Elementary Lessons in Psycho-Analysis. (1949 [1938])

BIBLIOGRAPHY

Freud, S. (1900). The Interpretation of Dreams. S.E., IV.
________ (1905) Three Essays on the Theory of Sexuality. S.E., VII
________. (1912), The Dynamics of Transference. S.E., X11
________(1912), Recommendations for Physicians on the Psychoanalytic Method of Treatment. S.E. Vol. XII
(1913), "Further Recommendations in the Technique of Psychoanalysis: On
(1914), "Further Recommendations on the Technique of Psychoanalysis: S.E., XII
(1914). Remembering, Repeating and Working-Through (Further Recommendations on the Technique of Psycho-Analysis II). S.E., XII

(1914) On narcissism. S.E., XIV
(1915) Instincts and Their Vicissitudes. S.E., XIV
(1917). Mourning and Melancholia. S.E., XIV
(1923). The Ego and the id. S.E., XIX

(1923). A Seventeenth-Century Demonological Neurosis. S.E., XIX

(1923). The Ego and the Id. S.E., XIX
(1926). Inhibitions, Symptoms, and Anxiety, S.E., XX
(1930). Civilization and its Discontents. S.E. XXI


New York


Institute for Clinical Social Work

Classroom and Grading Policies
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 evaluations on the caliber of each student’s work. The purpose of grading is evaluative, as well as 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. Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after classes end.

Grading Standards
Grades are assigned according to the following standards:
A Superior Work (4.0 value)
B Satisfactory Work (3.0 value)
C Marginal Work (2.0 value)
F Failure* (0.0 value)
P Pass* (0.0 value)
AU Audit (0.0 value)
Auditing a course with approval of instructor
INC Incomplete (0.0 value)

Grading Policy
Incompletes: An incomplete can be granted only in cases of significant personal emergency and when the student has been in touch with the instructor in advance of the due date for the required work. Any incompletes must be resolved by the first day of the following semester (fall, spring,
summer). If the work has not been completed by this date, the incomplete grade will convert to a failing grade. It is always the student’s responsibility to initiate the process for an incomplete.

It is also the responsibility of the student to turn in the completed work by the following semester’s end.

Late papers: A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.

Attendance: Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. Missing more than two class sessions will result in either a withdrawal from the class or a failing grade.

Student Code of Academic and Professional Conduct
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 principles of academic honesty and integrity. 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 as determined by the Progression Committee and the Dean.

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.

Plagiarism Policy
Plagiarism is unacceptable at any time, and constitutes a severe academic violation. 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. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

Plagiarism Defined: “Plagiarism takes many forms, but falls into three main categories: using a source’s language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original” (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Associate Dean.

Reusing Your Own Work: Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as “selfplagiarism” It is prohibited at ICSW to reuse your own written work. It is allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.