This course will introduce some of the key concepts of Relational Theory and their development.
Our emphasis will be on the integration with clinical process.

GOALS:
- Understanding some of the foundational distinguishing features of relational theory and their clinical implications
- Increasing self-awareness in the clinical process – including areas relating to our assumptions about psychopathology, therapeutic action and our professional roles in the clinical encounter.

EVALUATION AND ASSIGNMENTS:
- Each student will be required to write 2 reaction essays to any of the first 4 classes (2-4 pages) and/or accompanying readings. These are intended to be informal with the goal of developing a deepening sense of personal meaningfulness from the readings and discussions. The first is due at the 3rd class and the second at the 5th class. (20%)

- A formal paper due 1 week after the last class is required. (8-10 pages) The paper should reflect a capacity to understand and use key concepts to explore clinical processes with one or more of your cases. Papers will be evaluated on the clarity of writing, independence of thought, and the ability to understand and apply concepts to clinical process. (40%)

- Students are expected to come prepared to discuss the readings, share detailed case experiences and participate in self-reflective discussions. Each student will be assigned one reading to briefly summarize for the class. (40%)

ATTENDANCE:
Students are expected to attend all classes.
Class I:
Introduction: The Development of Relational Theory


Class II:
A Relational Sensibility


Class III
Aspects of Therapeutic Process


Class IV Repression to Dissociation (part 1)


Class V
Repression to Dissociation (part 2)


Class VI
Reconsidering the “Bad Object” in Clinical Process


Class VII Deconstructing Gender and Sexual Orientation


Davies, J.M. (2015) From Oedipus Complex to Oedipal Complexity: Reconfiguring (Pardon the Expression) the Negative Oedipal Complex And the Disowned Erotics of Disavowed Sexualities. Psychoanalytic Dialogues, 25 (pp. 265-283) BLACKBAUD
Class VIII

**Current Controversies: Minds and/or Brains??????**


**Texts:**


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
Incomplete: 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 “self-
plagiarism.” 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.