Course Description

This course is an introduction to the basic concepts of self psychology. Through the works of Heinz Kohut, his colleagues and subsequent generations of self-psychological thinkers, we will examine the evolution of central ideas and their application to a range of clinical questions.

Specific Course Objectives

- To achieve a working knowledge of the central concepts of self-psychology.
- Recognition of self-psychology theory in clinical work and life in general as one contemplates how the mind works.
- Application of self psychological concepts to clinical work.
- Appreciation for the “location” of self psychology in the continuing evolution of psychodynamic theory.

Respect for Diversity, Confidentiality, and Fellow Students

Discussing patients, clinical material, and patients’ impact on clinicians can be intense; students are expected to be sensitive to their colleagues’ during class discussions, and to protect confidentiality of clinicians and their patients. In addition, students are expected to be
respectful of the opinions of others while at the same time striving to support the values of clinical counseling.

**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**

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.

**Grading Standards**

Grades are assigned according to the following standards:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Work</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory Work</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Marginal Work</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure*</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Pass*</td>
<td>0.0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0.0</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
</tbody>
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* Applies only to Field Placement/Practicum and Thesis Seminar

**Grading Decision**

- **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.**

- 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.

- 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.”

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

• Complete all required reading and writing assignments;

• Be an active class participant, as this is a skills-building course;

• Demonstrate knowledge of major concepts in each theory;

• Demonstrate an ability and willingness to self-explore and respond positively to constructive feedback from instructor and peers. Doing so shows you understand that this is part of the normal learning process in becoming a professional counselor;

• Maintain respect, confidentiality, and trust, regarding the thoughts, feelings, and behaviors of others.

• Exams: Two essay exams based on the textbook, readings, and lecture will be given during the semester. Except under truly extraordinary circumstances, MISSED EXAMS CANNOT BE MADE UP.

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) will result in a lowered grade. The instructor always appreciates being notified in advance by email if you will not be attending class.
**Required Textbooks**

There is no required text but below is a book suggested as a good Kohut primer. There is an assigned reading and several optional readings from this text. The assigned readings will be available in PDF format.


**Course Assignments**

All written work should follow APA style. Please consult APA for citations. Papers must be double-spaced. Please edit your work. If you are submitting your work via email, put your name in the file document name.

- Mid Term (25%) and Final (25%) Exams: Mid-Term and Final will be in the form of essay questions based on lectures and assigned readings given during the semester. Except under truly extraordinary circumstances, late papers will not be accepted.

- Oral participation (25%) and Presentation (25%): Each student is responsible for an oral presentation on one readings chosen in the first class. The oral presentation will summarize key points, explain concepts, raise questions about the concepts inviting further explanation. Presentations should be 15 to 20 minutes in length to include written, informal notes/outline regarding the presentation given to the instructor after the presentation.

**Weekly Course Schedule**

**Class 1 – Introduction and Empathy**


Class 2 – Self Object Experience


Class 3 – Development and Self Psychology


Class 4 – Narcissism and Rage (Mid-term due)


Class 5 – Transference I


Class 6 - Transference II

Journal of child & Adolescent social work. 2:1, 36-48. Database


Class 7 – (On-site) Part I: Trauma and Disavowal. Part II: Contemporary theory and technique in Self Psychology. Final Due

PEP


Stolorow, R.D. (2007). Anxiety, Authenticity, and Trauma: The Relevance of Heidegger's Exi...
Psychoanal. Psychol., 24:373-383. PEP


