Course Description and Goals: The evolution of psychodynamic theory beginning with its origins in the work of Freud will be explored, with an emphasis on historical context and the cultural and clinical implications of discrete theories, revisions, and controversies.

The goals for each student are:

- To become familiar with the key theorists of the psychoanalytic tradition, the epistemological premises upon which their thinking is based, and some of the attending challenges and limitations of their thinking.

- To understand the implications of psychodynamic theorizing for contemporary clinical practice and culture.

- To develop a beginning critical awareness of one’s implicit identifications with particular theoretical assumptions (which are rooted in particular sociopolitical-historical moments), and to locate one’s thinking within the broader context of theoretical history.

Required Texts:


All other readings are on the PEP archive and/or uploaded into Blackbaud.
**Course Requirements and Assignments:** All readings are required. Students are expected to come to class prepared to integrate the readings into the class discussion.

Two papers are required. The first, due on the fourth class day, should examine a core text of Freud’s in relation to the following questions: 1) What is the historical and social context of the text?; 2) In the text, what does Freud teach us about what it means to be human?; 3) What is the clinical and social relevance of this text today? The essay should run 8-10 pages using APA format, and will require reading and scholarship beyond the course syllabus.

The final paper, due one week after the class ends, should examine two theoretical movements in psychoanalysis discussed between classes 4 and 7 (Ego Psychology, The Interpersonal School, The Kleinian School, and the British Independent School), addressing the following questions: 1) What are the core premises of these theories?; 2) What is the epistemological status of each theory, as you see it? 3) What are the primary contributions of each theory to contemporary social and clinical discourse, and, as you see it, the primary limitations? The essay should run 20-25 pages using APA format, and will require reading and scholarship beyond the course syllabus.

Grading is based on the following:

- **Quality of class participation:** 35%, based on rigor, effort, engagement with the texts and with each other, and willingness to take intellectual risks.
- **Paper #1:** 30%, based on clarity of expression, writing, range of scholarship, and originality
- **Paper #2:** 35%, based on clarity of expression, writing, range of scholarship, and originality

Except in cases of extreme personal emergency (requiring permission from the instructor before assignments are due), there will be no “incompletes” given for the class.

**Instructor:** Students can contact me at 312-342-3184 or jtolleson@icsw.edu. I can be reached at ICSW most days at 312-935-4244.
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

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.
Class I: Introduction: The Freudian Revolution


Class 2: Freud I: 8 Reasons to love Freud


Class 3: Freud II: Hysteria


**Class 4: Ego Psychology: Anna Freud**


**Class 5: The Interpersonal School: Harry Stack Sullivan**


**Class 6: Object Relations I: Melanie Klein and the Internal Object World**


**Class 7: Object Relations II: WRD Fairbairn and DW Winnicott**


**Class 8: The Countertransference Revolution**


**Class 8: The Countertransference Revolution**

