

## CF 611/12: Psychodynamic Psychology I & II

### Conceptual Foundations Objectives

1. Develop and deepen students' knowledge of seminal psychodynamic theory, including Freudian foundations, object relations, self-psychology and relational theory in both their classic forms and contemporary elaborations;
2. Acquire knowledge of contemporary models of development and their fit with traditional and contemporary psychoanalytic theories of development;
3. Promote students' abilities to creatively and productively use psychodynamic concepts and developmental concepts to inform their understanding of various clinical and socio-cultural phenomena;
4. Advance students' capacities to reflect on conceptual knowledge as embedded within discrete historical, socio-cultural, intellectual, and philosophical contexts and traditions;
5. Inspire the development of a scholarly attitude in students, including intellectual curiosity and rigor, the open and critical examination of ideas, and complexity and independence of thought.

**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:

### CF 611 1<sup>st</sup> semester:

Bettelheim, B. (1984). *Freud and man's soul: An important re-interpretation of Freudian theory*. New York: Vintage Books.

Klein, M., and Riviere, J. (1936). *Love, hate, and reparation*. (Any edition)

Mitchell, S., and Black, M. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books.

### CF 612 2<sup>nd</sup> semester:

Mitchell, S. and Black, M. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic B

Ozick, C. (1990). *The shawl*. New York: Knopf Doubleday.

### **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.

### CF 611 –1<sup>st</sup> Semester

## I. Brief Analysis of Selected Readings – CF 611

**Length:** About one double-spaced page for each identified reading

**Where:** Dropbox on Blackbaud 24 hours before class

**Discussion:** Students will be asked to discuss their findings in class

- 1) What is implicit or explicit in the writing about how the mind comes to understand “reality” or “truth,” about themselves, others, the larger world, etc.?
- 2) Who (e.g., therapist, patient, other “authority,” etc.) or what (e.g., concept(s), models of mind, research, etc.) does the theorist most value or endorse in their explanation of reality?
- 3) What is implicit or explicit in the writing that accounts for how the therapist and patient comes to “know” what is real or true?
- 4) How does the therapist “verify” and “justify” what is real or true?
- 5) What are the larger social implications for this particular view of truth or reality? Provide examples.

## II. Papers

**Paper I:** Examine a core text of Freud’s (within or outside class readings) 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.

**Paper II:** Choose one of the theoretical movements in psychoanalysis discussed between classes 4 and 7 (Ego Psychology, The Interpersonal School, The Kleinian School, or the British Independent School). Use the concepts and assumptions of the theory to conduct an analysis of the recent political tumult and social unrest in the United States. Basically, how might this theory help us make sense of what is happening? While you may discuss the individual psychology of various figures as part of your theory integration, you are expected to broaden your view beyond individual dynamics to make sense of how “such things” are happening to us as a society. This is intended to be a *social application of psychoanalytic theory*. You should plan to research your topic event(s) as needed to inform your analysis, and to use appropriate citations. The paper should be 12-15 pages in length.

CF 612 – 2<sup>nd</sup> Semester

### **SUMMARY/INTEGRATION IN-CLASS ASSIGNMENT**

**Value:** 50% of participation grade

**Length:** 1-2 pages

**Where:** In-class only (not submitted)

For class, prepare 1-2 page summary/epistemological analysis using ONE weekly reading, which includes an integration of an idea or process that is currently active in your clinical work. Be prepared to discuss this at the beginning or during each class period.

**FINAL ASSIGNMENT:** The primary focus text will be Cynthia Ozick’s, “The Shawl” and “Rosa.” You will be directed to have a consultation with a member of the ICSW faculty who specializes in the theory you’ve selected, which can help you prepare a discussion (see below) on the last class day. You will use one of the following theories to discuss the case: **1) Freud; 2) Ego Psychology; 3) Klein/Object Relations; 4) Self-Psychology; 5) Lacan; 6) Relational Theory, or; 7) Social Theory.**

**Value:** 50% of final grade

**Length:** 10-12 pages (Blackbaud); 15 minute in-class presentation

Please prepare notes addressing the following questions: 1) What might the theory suggest as a way of conceptualizing the main character’s problem? 2) How could a therapist approach working with this individual, based on your theory of choice? 3) What are the limitations of the theory for understanding the character? 4) What are the problems with using formal theory to make sense of clinical material?

You will be directed to have a consultation with a member of the ICSW faculty who specializes in the theory you’ve selected, which can help you prepare to have a discussion on the last class day.

Grading is based on the following:

Quality of class participation: 30%, based on rigor, effort, engagement with the texts and with

each other, and willingness to take intellectual risks. Brief written assignments on selected readings.

Paper #1: 35%, 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.

### **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 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 cited 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.

## **Sample Meetings Outline**

### **Class I: Introduction – The Freudian Revolution**

Mitchell, S., and Black, M. (1995). Preface. In *Freud and beyond: A history of modern psychoanalytic thought* (pp. xv-xxiii). New York: Basic Books.

## **Class 2: Freud I: The Classical Tradition and its Interpretations**

Bettelheim, B. (1984). *Freud and man's Soul: An important re-Interpretation of Freudian theory*. New York: Vintage Books.

\*Freud, S. (1910). Five lectures on psycho-analysis. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XI (1910): Five Lectures on Psycho-Analysis, Leonardo da Vinci and Other Works*, 1-56. **PEP**

Mitchell, S., and Black, M. (1995). Sigmund Freud and the classical psychoanalytic tradition. In *Freud and beyond: A history of modern psychoanalytic thought* (pp. 1-22). New York: Basic Books.

## **Class 3: Freud II: Hysteria**

Breuer, J. and Freud, S. (1893). [SEB1a1] On the psychological mechanism of hysterical phenomena. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume II (1893-1895): Studies on Hysteria*, 1-17. **PEP**

Freud, S. (1893). [SEB125a1] Katharina, case histories from Studies on Hysteria. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume II (1893-1895): Studies on Hysteria*, 125-134. **PEP**

\*Freud, S. (1894). [SEC41a1] The neuro-psychoses of defence. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume III (1893-1899): Early Psycho-Analytic Publications*, 41-61. **PEP**

## **Class 4: Ego Psychology**

Mahler, M. (1974). On the first three subphases of the separation-individuation process. *Psychoanalysis and Contemporary Science*, 3:295-306. **PEP**

Mitchell, S., and Black, M. (1995). Ego psychology. In *Freud and beyond: A history of modern psychoanalytic thought* (pp. 23-59). New York: Basic Books.

\*Valliant, G. (1993). A matter of definition. In *The wisdom of the ego* (pp. 28-75). Cambridge: Harvard University Press. **Blackbaud**

## **Class 5: The Interpersonal School**

\*Kanter, J. (2013). Helping, healing, and interpreting: Henry Stack Sullivan, the Interpersonal School, and clinical social work. *Journal of Social Work Practice*, 27(3) 273-287.

## **Blackbaud**

Mitchell, S., and Black, M. (1995). Harry Stack Sullivan and interpersonal psychoanalysis. In

*Freud and beyond: A history of modern psychoanalytic thought* (pp. 60-84). New York: Basic Books.

Stern, D. (2015). The interpersonal field: Its place in American psychoanalysis. *Psychoanalytic Dialogues*, 25:388–404. **Blackbaud**

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

\*Klein, M., and Riviere, J. (1936). *Love, hate, and reparation*. New York: W.W. Norton and Co., 2013.

Mitchell, S., and Black, M. (1995). Melanie Klein and contemporary Kleinian theory. In *Freud and beyond: A history of modern psychoanalytic thought* (pp. 85-111). New York: Basic Books.

Ogden, Thomas. (1979). On projective identification. *International Journal of Psychoanalysis*, 60: 357-373. **PEP**

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

Fairbairn, W.D. (1943). The repression and return of bad objects (with special reference to the “War Neuroses”). *Psychoanalytic Studies of the Personality*, 59-81. London: Tavistock Publications Limited. **PEP**

Mitchell, S., and Black, M. (1995). The British object relations school: WRD Fairbairn and DW Winnicott. In *Freud and beyond: A history of modern psychoanalytic thought* (pp. 112- 138). New York: Basic Books.

Winnicott, D.W. (1969). The use of an object through relating and identifications. *International Journal of Psychoanalysis*, 50: 711-716. **PEP**

### **The Countertransference Revolution**

Heimann, P. (1950). On counter-transference. *International Journal of Psychoanalysis*, 31:81-84. **PEP**

Little, M. (1951). Counter-transference and the patient's response to it. *International Journal of Psychoanalysis*, 32:32-40. **PEP**