

CF 812
Psychodynamic Psychology VI:
Relational Theory

This course will introduce some of the key concepts of Relational Theory and their development. *CF 812: Psychodynamic Psychology VI: Relational Theory*

This course will introduce students to the origin and concepts of relational theory and acquaint them with the representative theorists, as well as examine the usefulness of relational theory in practice and in its relationship to other psychoanalytic theories. Interpersonal to Relational, Models of the Mind, Relational Unconscious, Dissociation, etc., will be introduced and analyzed.

Our emphasis will be on the integration with clinical process.

- 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.

GOALS:

Conceptual Foundations Sequence: PROGRAM LEARNING OUTCOMES

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.

Teaching Methodology

The course objectives will be achieved through a combination of lectures, class discussions, readings, and reading summaries.

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 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. (8-12 pages) The paper should reflect a capacity to understand and use clinical processes with one or more of your cases to explore 2 key concepts from the course. 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 all 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%)

Participation: 40%

Grade A	Grade B	Grade C	Grade F
<p>A Student demonstrates verbal evidence of integrating the reading assigned materials more than 80% of the time. Student demonstrates the ability to raise questions regarding the material, as well as the capacity to relate clinical experience to concepts presented in assigned readings.</p>	<p>Student comes prepared to react upon and integrate the readings into the classroom discussions 80% of the time. Student demonstrates the ability to raise questions regarding the material.</p>	<p>C Student comes prepared to reflect upon and integrate the readings into the classroom discussions 70% of the time.</p>	<p>Student fails to come prepared to reflect upon and reRlect upon and fails to integrate the readings into the classroom discussions less than 70% of the time.</p>

Essays 1 and 2 (Reaction Essays): 20%

Grade A	Grade B	Grade C	Grade F
<p>Student meets the expectations outlined in syllabus for Essay 1. Student shows independence of thought and written evidence of critical thinking and understanding of the complex subject matter. Student can express their ideas authentically and honestly.</p>	<p>Student shows independence of thought and written evidence of critical thinking and understanding of the complex subject matter. Student can express their ideas authentically and honestly.</p>	<p>Student shows independence of thought but does not show evidence of critical thinking and understanding of the complex subject matter.</p>	<p>Student does not follow the instructions outlined in the syllabus for Essay I. Written work fails to show evidence of independence of thought.</p>

Final Essay: 40%

Grade A	Grade B	Grade C	Grade F
<p>A Student meets the expectations outlined in syllabus for Final Student shows independence of thought and written evidence of critical thinking and understanding of the complex subject matter. Student can express their ideas authentically and honestly.</p>	<p>Student shows independence of thought and written evidence of critical thinking and understanding of the complex subject matter. Student can express their ideas authentically and honestly.</p>	<p>Student shows independence of thought but does not show evidence of critical thinking and understanding of the complex subject matter.</p>	<p>Student fails to follow the instructions outlined in the syllabus for Essay II. Written work fails to show evidence of independence of thought.</p>

I will distribute an additional 'Reading List' on selected articles, accessible from PEP WEB, as well as possible 'handout' articles I will transmit electronically to all students, prior to first class of semester.

Please read 1st Three (3) Chapters in Mitchell/Aron text listed below for our first class (Eigen/Hoffman/Stern).

Mitchell, S. & Aron, L. (Eds.) (1983) *Relational Psychoanalysis: The Emergence of a Tradition*. Hillside, N.J.: The Analytic Press

All other readings will be uploaded on Blackbaud and/or available on the PEP Archive.

Institute for Clinical Social Work
Classroom and Grading Policies

Classroom and Grading Policies

Respect for Diversity and Inclusion

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. Students are also encouraged to contact the Disability Services Coordinator (Dean of Students or Director of the Master's Program). The Disability Services Coordinator will retain and document all requests made by students for accommodation.

Gender Pronouns and Name on Roster

During the first meeting as the class introduces themselves, students may choose to share their name and gender pronoun. If students would only like to introduce themselves by name, without pronouns, that is also completely fine. If students do not wish to be called by the name listed on the roster, they are asked to please inform the class. The goal is to create an affirming environment for all students and not make assumptions about students' gender identity or how they would like to be addressed.

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)

**only assigned in Case Conference, Electives, and Practicum Courses*

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. Two or more unexcused absences will result in either a withdrawal from the class or a failing grade. All absences, excused and unexcused, must be reported to the Director of Academic Administration via email within one week of the missed class.

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 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.

Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Sherwood Faigen, Semester: Spring 2016)