

## **CL 721 Beyond the 50 Minute Hour: Psychoanalytic Social Work in the Community**

### **Course Description**

This course will focus on psychoanalytically-informed social work interventions with diverse populations outside of the conventional psychotherapy parameters. These practice settings include, among others, child welfare, clinical case management, home visiting, hospices and medical facilities, forensic settings and school social work and the populations served include the homeless, persons with severe psychiatric disorders, abused and neglected children, troubled adolescents and the elderly. With such interventions, environmental and psychological interventions are interwoven and require a creative synthesis of psychodynamic and systems perspectives. Whether these interventions are therapeutic or palliative, understanding defenses, object relations, transference and countertransference are essential components of effective intervention.

### **Goals**

- 1.To appreciate how community-based and psychoanalytically-informed social work interventions can effectively address the needs of diverse populations;
- 2.To understand the historical development of psychoanalytically-informed social work interventions;
- 3.To understand the relationship dynamics in psychoanalytically-informed social work interventions;
- 4.To develop self-care skills in challenging community-based interventions.

### **Assignments**

1)Brief Integration Papers – Due sessions 2, 3, 4, 5, and 6 (by 3PM EDT or EST of class day), these 350-800 word papers provide the opportunity to examine and apply key themes relating to community-based psychoanalytic social work practice. Choosing a minimum of one reading for the week, you will a) briefly describe 2-3 central elements of the reading(s) , and b) apply that idea (s) to a real or hypothetical situation involving current or past clients, individuals you've known, or historical or fictional characters from non-fiction, novels or movies.

2) Class Presentation – You will present a brief discussion (10-15 minutes) of one of the assigned case reports in the syllabus articles, applying theory from your ICSW education and stimulating a class discussion with three questions about the case.

3) Final Integration Paper Due at Class 7– This 6-8 page paper will explore, in greater depth, how psychodynamic theories and concepts can enhance community-based social work practice. Using a case “subject” from your practice or the class readings, you will first outline the central narrative of the selected case and then discuss a) how psychodynamic clinical theory contributes to an understanding of this individual or family, including their behaviors, affects, motivations and/or relationships, b) how psychodynamic theories and concepts helps you understand the evolving social worker/client relationship, including the working alliance, transference, countertransference and/or resistance and c) how this client's experience can inform your clinical work with similar individuals. In this paper, use **substantive** citations from 2-4 of the course readings and, if helpful, citations from other sources. Use APA style format for these.

### **Evaluation and Grading**

Oral Participation – 25% of final grade

Presentation – 25% of final grade

Integration Papers – 25% of final grade

Final Paper – 25% of final grade

### **COURSE OUTLINE**

#### **Class 1: Introduction to Psychoanalytic Social Work**

Fraiberg, S. (1978). Psychoanalysis and social work: a re-examination of the issues. *Smith College Studies in Social Work*, 48:2, 87-106.

Kanter, J. (2000). Beyond psychotherapy: therapeutic relationships in community care. *Smith College Studies in Social Work*. 70(3), 397-426.

Berzoff, J. (2012). Why we need a biopsychosocial perspective with vulnerable, oppressed and at-risk clients. In J. Berzoff (Ed.) *Falling Through the Cracks: Psychodynamic Practice with Vulnerable and Oppressed Populations*. New York: Columbia University Press.

#### **Class 2: Psychoanalytic Social Work: Historical Perspectives**

Aichorn, A. (1935/1963) Underlying causes of delinquency. In *Wayward Youth*. New York: Viking (Blackbaud)

Kanter, J. (2004). Let's never ask him what to do": Clare Britton's transformative impact on Donald Winnicott. *American Imago*, 61:457-481. (PEP-web Archive)

Shapiro, V. (2009). Reflections on the work of professor Selma Fraiberg: a pioneer in the field of social work and infant mental health. *Clinical Social Work Journal*. 37: 245-255

#### **Class 3: Psychoanalytic Social Work: Theoretical Perspectives**

Kanter, J. (1990). Community-based management of psychotic clients: the contributions of D. W. and Clare Winnicott. *Clinical Social Work Journal*, 18(1):23-41.

Ngo-Smith, Brian (2017). This Couch Has Bed Bugs: On the Psychoanalysis of Homelessness and the Homelessness of Psychoanalysis. *Clinical Social Work Journal*, in press.

Winnicott, D. W. (1963/1965): *The mentally ill in your caseload. Maturational Processes and the Facilitating Environment*. London: Hogarth Press.

#### **Class 4: Relationship Issues in Psychoanalytic Social Work**

Sheppard, M. L. (1964). Casework as friendship: a longterm contact with a paranoid lady. *British Journal of Psychiatric Social Work*. 7: 173-182.

Perlman, H. H. (1979) *Relating to the resister*. In *Relationship: The Heart of Helping People*. Chicago: University of Chicago Press.

Kanter, J. (1988). Clinical issues in the case management relationship. In *Clinical Case Management (New Directions for Mental Health Services, 40:15-27)*, San Francisco: Jossey-Bass.

#### **Class 5: Psychoanalytic Social Work with Children**

Fraiberg, S. (1952). Some aspects of casework with children.

Fraiberg, S. & Adelson, E. (1977). An abandoned mother, an abandoned mother. *Bulletin of the Menninger Clinic*. 41: 162-180.

Winnicott, D.W. (1955/1975). A case managed at home. In *Through Paediatrics to Psycho-Analysis*. London: Hogarth.

Winnicott, C. (1968/2004). Communicating with children. In J. Kanter (Ed.) *Face to Face with Children: The Life and Work of Clare Winnicott*. London: Karnac.

#### **Class 6: Psychoanalytic Social Work with Adults**

Meyer, W. (2012). Holding a mother—holding a baby: psychosocial casework in a clinic for women with high-risk pregnancies. In J. Berzoff (Ed.) *Falling Through the Cracks: Psychodynamic Practice with Vulnerable and Oppressed Populations*. New York: Columbia University Press.

Hagman, G. (1996). The Role of the other in Mourning. *Psychoanalytic Quarterly*, 65: 327-352.

Hagman, G. (2017). Helping Newtown: Reopening a School in the Aftermath of Tragedy. *Clinical Social Work Journal*, 45(2):168–175.

Casement, P (2006). Finding a place for theory (excerpt). In *Learning from Life: Becoming a Psychoanalyst* London: Routledge.

#### **Class 7: Professional Survival and Growth**

Smith, M. (2006). Too little fear can kill you: staying alive as a social worker. *Journal of Social Work Practice*. 20(1), 69-81.

Winnicott, C. (1955-56/2004). The rescue motive in social work. In J. Kanter (Ed.) *Face to Face with Children: The Life and Work of Clare Winnicott*. London: Karnac.

Winnicott, C. (1964/2004). Development toward self-awareness. In J. Kanter (Ed.) *Face to Face with Children: The Life and Work of Clare Winnicott*. London: Karnac.

## **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 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.