2014

PSYC 731-01 Intervention: Psychodynamic

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**Mission Statement:** The Psy.D. program provides the highest standard of educational experience to enable graduate students to become practicing clinical psychologists who have a solid appreciation of the role of science in all aspects of professional activity, a clear understanding of the ethical demands of such a position, and who hold the value of contributing to the lives of others, especially those in our society whose needs have been traditionally underserved.

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Course Description:

The psychoanalytic model of theory and technique has undergone considerable development over the decades. Beginning with Freud’s intrapsychic drive approach, the model has moved towards a contemporary interpersonal position consistent with object relations and relational concepts. Although there are rumblings about the seemingly disparate schools of thought, they do share common assumptions rooted in developmental theory and a general psychoanalytic theory of how the mind works.

This course is presented to teach both a theoretical and an applied understanding of the psychotherapeutic process, emphasizing psychoanalytic theory and technique. Students will gain an
understanding of psychoanalytic concepts and an appreciation of the integration of theory with practice. Students will learn psychoanalytic techniques to foster therapeutic skill development across the stages of the treatment process (i.e., from assessment to termination). This course will require the integration of previous clinical course material (e.g., Theories of Personality, Clinical Psychopathology, Professional Development) and is designed to facilitate the training experience during clinical practica.

Role-playing, student presentations, and discussions will be part of the classroom experience. An In Treatment DVD series of a brief therapy will be utilized as the basis for discussion of the application of psychoanalytic theory and technique. A respect for theoretical differences and an ability to recognize and articulate these differences will be emphasized. This course will address five competencies expected of clinical graduate students that are important in psychodynamic intervention: relationship, intervention, diversity, research/evaluation, and assessment.

Objectives:

1. Broaden theoretical understanding of the spectrum of psychoanalytic schools of thought.
2. Demonstrate an understanding of the psychoanalytic method across the stages of the treatment process.
3. Demonstrate an understanding of the therapeutic issues of working with the diverse needs of clients.
4. Apply the practitioner-scientist model to the practice of treatment by integrating theoretical concepts and empirical research with methods and approaches to psychodynamic treatment.
5. Recognize the impact of theoretical differences and respect such differences in approach.

Evaluation:

Your final course grade will be determined by:

1. Examinations (70% of your grade)

   There will be two exams used to evaluate your understanding of the theoretical and applied aspects of the psychotherapeutic process. The exam questions will require that you organize and integrate information from the classes, assigned readings and student presentations into responses that clearly articulate your understanding of the material. The midterm and final will each count for 35% of your grade.

   You are expected to take the exams at the indicated times. If you have an exceptional situation that necessitates missing the exam, you must notify me prior to missing the exam. If this procedure is not followed, you will risk losing a letter grade on the exam.

2. Symposia and Article Discussions (25% of your grade)

   During the course of the semester, you will participate in two in-class presentations. Each presentation will be worth 10% of your grade. All students will be part of the symposium on the Therapeutic Framework. The second presentation will be as a Discussant of an assigned article or
as a member of the symposium on *Evidence-Based Practice*. The symposia will be similar in format to those presented at professional conferences (e.g., APA), with an assigned Chair and Discussant, as well as topic presenters. Every student will serve in the role of either a Chair or a Discussant of a symposium or as the Discussant for an article during the course of the semester. Your involvement and roles in the presentations will be agreed upon during the initial class in the semester.

The **Chair** of a symposium will be responsible to read and plan ahead to establish the focus for the symposium. During the symposium, the Chair will present an introduction to the topic (generally literature-based). He/she will also professionally introduce each of the speakers. The **Discussant** will be responsible to provide a summary for the symposium and will end with several relevant discussion questions to promote meaningful discussion with the audience. The Discussant will also serve as the time keeper for each of the presentations of the symposium, to ensure that there is sufficient time for each speaker and for the final discussion. The length of time of each symposium will vary, depending upon topic, and will be decided upon ahead of time. The Discussant will also assume responsibility for the technology to be used for the individual presentations (generally power point) and for sending the power point presentation to me ahead of time so I have a copy available during the class presentation. Each of the **presenters** will provide his/her title and basic outline/power point presentation to the Chair and the Discussant prior to the symposium to allow for sufficient preparation. The class members who serve as the “audience” for the symposium will use a rating sheet to evaluate each of the members of the symposium on organization, quality of material presented and presentational style, and the presenters will use the same rating sheet to rate each other’s participation. I will use this feedback, as well as my own rating of the presentations, to grade each student’s work.

As part of the symposia on *Evidence-Based Practice* (EBPP), presentations should incorporate current research instruments for measuring each of the major constructs (i.e., therapist variables, patient variables, relationship variables, techniques). As much as possible, these research instruments should be chosen with a psychodynamic perspective in mind.

The **Discussant for an assigned class reading** will be responsible for leading a meaningful class discussion for about 30 minutes during the designated class. The Discussant will briefly summarize the main points of the assigned article and will then pose thoughtful questions to promote discussion. Class members’ ratings will be integrated with my own ratings to grade each student’s work.

3. **Reflection Papers (10% of your grade)**

You will write a reflection paper after two of the *In Treatment* sessions, with each paper worth 5% of your grade. A typed reflection paper, 2-3 pages in length, integrating the material from the relevant readings with the therapeutic issues demonstrated in the therapy session with Sophie will be turned in the week after the session is viewed.

A late presentation or paper puts you at risk for losing a letter grade for the specific project and must be discussed with me prior to missing the deadline. Failure to complete the presentations and reflection papers by the end of the semester may result in a failure for the course.
4. **Classroom Participation:**

You are expected to carefully and actively read the assigned chapters and articles, as indicated on the syllabus, prior to the appropriate class. Additional readings may be assigned in class.

Assigned readings will be available on e-reserve through the library. Classroom discussion related to the readings and thoughtful integration with the clinical material as presented in the *In Treatment* series are a major part of this course. Your participation will be considered in your final grade.

You are expected to attend all classes to successfully complete this course. I reserve the right to lower your grade if you miss class. Also, at times I may need to change the schedule of topics/exams for the class, as well as add or change the readings for a class, and such changes will be described in class. It is your responsibility to be in class to receive this information.

The grading scale used for this course is as follows:

- 93–100  A
- 90–92  A-
- 87–89  B+
- 83–86  B
- 80–82  B-
- 70–79  C
- Below 70  F

**Academic Integrity**

The following web site [http://www.xavier.edu/student-integrity/](http://www.xavier.edu/student-integrity/) provides Xavier student’s code of conduct. It is your responsibility to make certain there is no ambiguity in regards to the ownership of any work you turn in for this course, including exams. Any signs of academic dishonesty (cheating, plagiarism, etc.) will be reported to the Psychology Department Chair for further action. Please see the instructor if you have any questions.

**Accommodations:**

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 513-745-3280 in the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

**Office Location:** 301 Elet Hall  
Campus number: 513-745-1033  
e-mail: [dacey@xavier.edu](mailto:dacey@xavier.edu)

**Office Hours:** Mondays, 10:30-11:30  
or By Appointment
Texts and Required Readings


McWilliams, N. (2004). *Psychoanalytic Psychotherapy*. New York: The Guilford Press. Chapter 3 (pp. 42-76), Chapter 4 (pp. 73-98), Chapter 5 (pp. 99-131), Chapter 7 (pp. 163-196).

McWilliams, N. (2011). *Psychoanalytic Diagnosis (2nd edition)*. New York: The Guilford Press. Chapter 3 (pp. 43-69), Chapter 4 (pp. 70-99), Chapter 5 (pp. 100-125), Chapter 6 (pp. 126-150).


Stark, M. (1999). *Modes of therapeutic action*. New Jersey: Jason Aronson, Inc. Introduction (pp. xv-xxiv), Chapter 1 (pp.3-6), Chapter 2 (pp.7-18), Chapter 3 (pp.19-27), Chapter 4 (pp.28-45), Chapter 5 (pp.46-52), Chapter 6 (pp.53-55), Chapter 7 (pp.56-68), Chapter 20 (pp. 235-250), Chapter 21 (pp.251-263), Chapter 22 (pp.264-290).
