

**UNIVERSITY OF PENNSYLVANIA
SCHOOL OF SOCIAL POLICY & PRACTICE
SOCIAL WORK PROGRAM**

**SW 798 – 001A
Spring, 2019**

Psychodynamic Theory and Clinical Social Work Practice

Instructor: Jane Abrams, DSW, LCSW

Telephone:

I. COURSE PURPOSE

The purpose of this course is to review the evolution of psychodynamic theory and consider key concepts in psychoanalysis, ego psychology, object relations theory, self-psychology, attachment theory, relational and intersubjective theories and current findings in neuroscience relevant to psychodynamic psychotherapy. Participants will explore human psychological functioning as explained by these various psychodynamic theories and through the biopsychosocial lens that informs social work practice. Students will examine how factors such as race, class, gender, culture and biology are interwoven with often unconscious, internal psychological determinants, creating the complexities of human behavior that challenge us in our clinical work. Case presentations by students and the instructor will demonstrate how concepts from psychodynamic theory can be applied to social work practice with diverse clients in varied settings.

II. COURSE OBJECTIVES

1. Gain an understanding of the key concepts of psychodynamic theory including psychoanalytic theory, ego psychology, object relations theory, self-psychology, attachment theory, relational and intersubjective theories.
2. Evaluate how each theory fits with social work's biopsychosocial perspective.
3. Examine how human behavior can be understood as the interactions of the internal psychological life of the individual with such factors as race, class, gender, culture and biology.
4. Critically assess the empirical literature that supports psychodynamic therapies as evidence-based.
5. Consider the extent to which these theories can adequately address the needs of diverse populations.

6. Develop a sense of which psychodynamic theories will be useful to you in your clinical social work practice and why.

III. COURSE REQUIREMENTS

Expectations

Students are expected to be active participants in their own learning. Students are therefore expected to attend each class, arrive on time to class, and be in attendance for the full class. In the event that you are unable to attend class for any reason, please notify your instructor and propose how you will make up the content you missed. **Excessive absenteeism (i.e., missing more than two classes) is a serious problem that the instructor will handle by meeting with the student and determining whether the student's educational adviser should be notified. Excessive absenteeism could result in course failure.**

Students are expected to: (A) participate substantively in class discussions (B) read on a weekly basis and come to class prepared to apply and discuss the reading assignments; (C) submit assignments by the due date and in accordance with the specified format.

Cell phones must be off and put away during class. If you need to be on call for your field placement during class time, please inform the professor at the beginning of class. Laptops and iPads can only be used to access class materials or to take notes. Please be respectful of the professor and your fellow students. Checking email and other online activities during class time can distract the professor and those seated near you.

PowerPoints will be posted on Canvas the evening before or the day of the class meeting.

Grades will be based on the following assignments:

Class attendance, participation & preparedness	20%
Oral and written case presentation or case commentary	25%
Reflective essays	25%
Final Paper	30%

Readings

Students will read required class assignments from the assigned texts and/or articles. In addition, students are expected to critically analyze the professional literature they review.

Required Text

Berzoff, J., Flanagan, L. M. & Hertz, P. (Eds.). (2011). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. (4th ed.). New York: Roman & Littlefield.

All other required readings will available on Canvas.

IV. ASSIGNMENTS

Format for Written Assignments

All papers must be typewritten, in 12-point font, double-spaced, page-numbered, with 1" margins at the left, right, top and bottom. The cover page (not included in the page limit) should include the title of the paper, students' name, professor's name and date submitted. Papers **must be proofread** carefully for clarity, organization, spelling, punctuation, and other potential errors before submission.

In-text citations following APA style guidelines are required for all written assignments, with the specific source including authors' last names and year of publication, regardless of whether you are paraphrasing or using specific quotes. Direct quotes must have the specific source as above but with page number(s). **A list of references cited or consulted must be included at the end of each paper in proper APA bibliographic form.**

I. CASE PRESENTATION/COMMENTARY: Case presentations provide students with the experience of organizing their thoughts and questions about their clinical work, orally and in writing; of hearing about the clinical work of their fellow students; and of learning how to comment on each other's clinical work in a thoughtful, rigorous and supportive manner. Presenting and commenting on cases prepare students to identify the kind of help they need in their clinical practice and how to assist colleagues when they have clinical dilemmas.

Students will choose cases from their current field placement or past clinical experience and will present them, using one or more psychodynamic theories as a framework for understanding the case. Students will be randomly paired for oral case presentations and one student will present a clinical case and the other will comment on the case. Each pair will decide who will present a case and who will act as case discussant. The student presenting the case will choose a client to present using the guidelines below. The commenting student will address the presenter's questions and offer her/his/their insights and suggestions. **Students who are in the class but not in the MSW program and who are not doing clinical practice will be paired with someone who is doing a field placement and will be in the role of case commentator.**

On the Monday prior to the oral presentation the presenters will **post on Canvas** the following information, being very careful to protect confidentiality: (1) agency setting – type of agency, not the exact name of the agency (2) identifying data, making sure to use

pseudonyms (3) the presenting problem including referral source and precipitant for seeking help (4) pertinent history (5) Succinct case formulation and a description of the psychodynamic theory that has helped you understand the client. In the **oral part of the presentation**, the student presenting the case will address the following four questions: 1) What has worked well in your treatment of your client? 2) What is not working well? 3) What are you learning from your client? 4) What do you need help with? The student who is the case discussant will address clinical questions, offer resource suggestions and/or suggest a theoretical framework for understanding the client. **All members of the class are required to read the written case summary prior to the oral presentation**, so it will not be necessary to review that information during class time. **Each presentation is limited to 35 minutes**. During the **first 10 minutes**, the student whose case is the focus of the presentation will give a **very brief** summary of the background information and then address the above four questions. During the **second 10 minutes**, the student who is commenting on the case will present her or his comments. During the **third 15 minutes**, discussion will be open to the whole class. Following the oral presentation, the student who was the case commentator will post her or his written comments on Canvas under Discussions.

Confidentiality Statement: In all instances when case material is discussed, omit clients' names and disguise all other pertinent identifying data so as to protect client confidentiality. In addition, please do not discuss the case outside of class or with anyone other than fellow students who attended the presentation.

II. REFLECTIVE ESSAYS: Students will prepare 2 reflective essays, completed by the end of the day of class for weeks 5 (Feb 20) and 10 (April 3). These essays will be no longer than 2 double-spaced pages, not including references. The essays will be submitted through Canvas. The essays are confidential and will only be read by the instructor. The essays will include:

1. Reflection on class discussions, material covered in class, case presentations or a case from your field placement. Students may also reflect on a relevant personal situation.
2. Critical reaction to at least one of the theories covered in the course so far that you found useful in understanding the situation described in part one of the essay OR a critique of one of the theories covered in class that you had difficulty applying to the clinical case/situation described in part one of your essay. Be **specific** about what in the theory makes sense to you and has been useful or what aspects of a theory you disagree with. Use at least **one reading** from the class to support/illustrate the points you are making in your essay, and cite the reference, using APA format. The reflective essays are intended to help you become more aware of your values, beliefs and assumptions, to help you develop your critical analysis skills when reading theory and practice literature and to integrate class readings and discussions into your social work practice. **Please do NOT write about the case that you orally presented in class in your reflection paper. You MAY write about your own case for your final paper.**

III. Final Paper. The final paper is due **by the end of the last day of class**. It should be 10 to 12 pages long, not including references. The subject of the paper will be a case

from your field placement or past clinical practice. You may write about the same client whom you presented to class in your oral case presentation. **For students who are not currently seeing clients in field placement: The professor will provide clinical material, in the form of a video, for you to write about. The professor will provide specific questions about the video for you to respond to.**

For MSW students writing about a client, the paper will be divided into four parts:

Part I. Include information about your agency setting and identifying data of your client, making sure to use pseudonyms. Describe the presenting problem including referral source and precipitant for seeking help. Give pertinent history and a provisional DSM-V diagnosis.

Part II. Describe why you chose this case as the basis for the paper. Was this a particularly problematic case, did you feel especially connected to the client or successful in the treatment, are you concerned about termination, do you have questions about the case? All of the above?

Part III. The next section of the paper will be a partial process recording of a session that illustrates your reasons for choosing the case. It should be one or two pages long, in the form of a dialogue, and be an example of either what you are struggling with in the case and/or ways in which you have felt connected to and helpful to your client.

Part IV. Describe your theoretical framework for understanding your client. Which of the psychodynamic theories covered in class helped you in your work with this client and why? You can use more than one psychodynamic theory.

Part V. Describe the interventions you have chosen with this client and why.

Part VI. Describe your countertransference reactions to the client. How did you manage your countertransference and what helped you to understand your various reactions to your client? If this was a difficult case, what kind of self-care strategies did you employ?

For parts IV, V, and VI, cite **specific readings** from the course that you found helpful in understanding your client, in deciding which interventions to use, in identifying your countertransference reactions and thinking about self-care. **Be specific** about how the readings were helpful. You should include **5-7 references**.

If you are having difficulty coming up with a case for either your case presentation or final paper, please speak to the professor. A case does not necessarily have to be a client. You can write and present about an organization you have been part of or a situation you have experienced. If you are not planning to write about a client, please discuss your topic idea with the professor.

STATEMENT ON ACADEMIC INTEGRITY

Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which represents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code, which can be found at <http://www.vpul.upenn.edu/osl/acadint.html>

V. SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS

Week #1: Jan 23 - Introduction to Course. Is Psychodynamic Psychotherapy Evidence Based?

Introduction to course and explanation of assignments.

Discussion of readings.

Berzoff, J., Flanagan L. M, & Hertz, P. (2011). Why Psychodynamic Theories? Why a Biopsychosocial Context? In J. Berzoff, L.M. Flanagan & P. Hertz, (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. (4th ed., pp. 1 - 17). New York: Roman &

Burkeman, O. (2016, January 7). Therapy wars: The revenge of Freud. *The Guardian*. Retrieved at <http://www.the-guardian.com/science/2016/jan/07/therapy-wars-revenge-of-frued-cognitive-behavioral-therapy>.

Seligman, M. E. P. (1995). The effectiveness of psychotherapy: The consumer reports study. *American Psychologist*, 50, 965-974.

Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65, 98-109.

Suggested Reading:

Littlefield, Leichsenring, F., & Rabung, S. (2008). Effectiveness of long-term psychodynamic psychotherapy: A meta-analysis. *Journal of the American Medical Association*, 300, 1551-1565.

Week # 2: Jan 30 - Freud's Psychoanalytic Concepts

Discussion of readings.

Case presentation by professor.

Berzoff, J. (2011). Drive and Beyond: Freud's psychoanalytic concepts. In J. Berzoff, L. M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. (4th ed., pp.18 - 49). New York: Roman & Littlefield.

Freud, S. (1914). Remembering, repeating and working-through. *The standard edition of the complete psychological works of Sigmund Freud*, 12, 147-156. London: Hogarth Press

Applegate, J. S. (2000). Theory as story: A postmodern tale. *Clinical Social Work Journal*, 28, 141-153.

Suggested Reading:

Freud, S. (1896). The aetiology of hysteria. In Strachey, J. (Ed.). *The standard edition* (vol. 3, pp. 191-221). London: Hogarth.

Russell, P.L. (2006). The Theory of the crunch. *Smith College Studies in Social Work*, 76, 9-26.

Week #3: Feb 6 - Structural Theory. Will the Real Freud Please Stand Up?

Case presentations by students begin this week.

Shamess, G. (2011). Structural theory. In J. Berzoff, L.M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. (4th ed., pp. 50 - 63). New York: Roman & Littlefield.

Danto, E. A. (2008). "A new sort of salvation army": Historical perspectives on the confluence of psychoanalysis and social work. *Clinical Social Work Journal*, 37, 67-76.

Lynnn, D.J. & Vaillant, G. E. (1998). Anonymity, neutrality, and confidentiality in the actual methods of Sigmund Freud: A review of cases, 1907-1939. *American Journal of Psychiatry*, 155, 163 – 171.

Week # 4: Feb 13 - Ego Psychology

Case presentation by students.

Freud, A. (1966). *The ego and the mechanisms of defense*. New York: Norton. pp. 42-53.

Shamess, G. & Shilkret, R. (2011). Ego Psychology. In J. Berzoff, L. M. Flanagan & Hertz, P. (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. (4th ed., pp. 64-99). New York: Roman & Littlefield.

Vaillant, G. E. (2000). Adaptive mental mechanism: Their role in positive psychology. *American Psychologist*, 55, (1), 89-98.

Week # 5: Feb 20 - Psychosocial Development: The Theory of Erik Erickson

*** Reflective Essay Due***

Case presentation by students.

Berzoff, J. (2011). Psychosocial ego development: The theory of Erik Erikson. In J. Berzoff, L. M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. (4th ed., pp. 100 - 122). New York: Roman & Littlefield.

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 269-480.

Henig, R. M. (2010, August 22). What is it about 20 – somethings? *New York Times Magazine*, 28.

Parrish, P. & Frieden, G. (2008). The lived experience of gay identity development: A phenomenological study. *Journal of LGBT Issues in Counseling*, 2, (26-52).

Suggested Reading:

Goleman, D. (1988, June 14). Erikson, in his old age, expands his view of life. *New York Times*.

Week # 6: Feb 27 - Object Relations Theory

Case presentation by students.

Flanagan, L.M. (2011). Object relations theory. In J. Berzoff, L. M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (4th ed., pp. 123 -165). New York: Roman & Littlefield.

Abrams, J. (2009). What's reality got to do with it?: Projective processes in adult intimate relationships. *Psychoanalytic Social Work*, 16, 126-138.

Winnicott, D. W. (1953). Transitional objects and transitional phenomena: A study of first not-me possessions. In *Playing and reality*, London: Tavistock.

Suggested Reading:

Applegate, J. S. (2002). Parallel paths: A personal journey to Winnicott and beyond. *Psychoanalytic Inquiry*, 22, 510 – 518.

Guntrip, H. (1975). My experience of analysis with Fairbairn and Winnicott – (how complete a result does psycho-analytic therapy achieve?). *International Review of Psycho-Analysis*, 2, 145-156.

Spring Break

Week #7: March 13 - The Theory of Self Psychology

Case presentation by students.

Flanagan, L.M. (2011). The theory of self psychology. In J. Berzoff, L. M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (4th ed., pp. 166 - 195). New York: Roman & Littlefield.

Goleman, D. (1988, November 1). Narcissism looming larger as root of personality woes. *New York Times*. Retrieved Feb 15, 2013 from <http://www.nytimes.com/1988/11/01/science/narcissism-looming-larger-as-root-of-personality-woes.html?pagewanted=all&src=pm>

Kohut, H. & Wolf, E. (1978). The disorders of the self and their treatment: An outline. *International Journal of Psycho-Analysis*, 59, 413-425.

Week #8: March 20- Attachment Theory

Case Presentation by students

View film: John, Aged 17 Months, for 9 Days in a Residential Nursery

Shilkret, R. & Shilkret, C. (2011). Attachment theory. In J. Berzoff, L. M. Flanagan & P. Hertz, (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (4th ed., pp. 196 – 219). New York: Roman & Littlefield.

Bowlby, J. (1977). The making and breaking of affectional bonds. *British Journal of Psychiatry*, 130, 201-210.

Slade, A. (2000). The development and organization of attachment: Implications for psychoanalysis. *Journal of the American Psychoanalytic Association*, 48, 1147-1174.

Week #9: March 27 - Relational and Intersubjective Theories Part I

Case Presentation by students

Berzoff, J. (2011). Relational and Intersubjective Theories. In J. Berzoff, L. M. Flanagan & P. Hertz, (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. (4th ed. pp. 249 – 268). New York: Roman & Littlefield.

Ornstein, E. D. & Ganzer, C. (2005). Relational social work: A model for the future. *Families in Society*, 86, 565-572.

Tronick, E. Z. (1989). Emotions and emotional communication in infants. *American Psychologist*, 44, 112-119.

Suggested Reading:

Tosone, C. (2004). Relational social work: Honoring the tradition. *Smith College Studies in Social Work*, 74, 475-486.

Week #10: April 3 - Relational and Intersubjective Theories Part II

*** Reflective Essay Due***

Case presentation by students

Discussion of case and readings.

Benjamin, J. (1995). Recognition and destruction: An outline of intersubjectivity. In *Like subjects, love objects: Essays on recognition and sexual difference* (pp. 27-48). New Haven, CT: Yale University Press.

Davies, J. M. (2004). Whose bad objects are we anyway?: Repetition and our elusive love affair with evil. *Psychoanalytic Dialogues*, 14, 711-732.

Russell, P. (2006) The compulsion to repeat. *Smith College Studies in Social Work*, 76, 33-49.

Suggested Reading:

Stolorow, R. D. (1994). The intersubjective context of intrapsychic experience. In R.D. Stolorow, G. E. Atwood & B. Brandchaft (Eds.), *The intersubjective perspective* (pp. 3-14). Northvale, NJ: Jason Aronson.

Week #11: April 10 - Transference and Countertransference

Case presentation by students

Freud, S. (1958/1993). Observations on transference-love: Further recommendations on the technique of psycho-analysis III. *Journal of Psychotherapy Practice and Research*, 2, 171-180.

Goldstein, E. G. (1997). To tell or not to tell: The disclosure of events in the therapist's life to the patient. *Clinical Social Work Journal*, 25, 41- 58.

Ringel, S. (2009). The monster within: Countertransference reflections on a gay adolescent's struggle with sexual identity. *Clinical Social Work Journal*, 37, 112-118.

Schamess, G. (2011). Mutual Transformation in psychotherapy. *Clinical Social Work Journal*, 40, 10-22.

Suggested Reading:

Russell, P. (2006). The theory of the crunch. *Smith College Studies in Social Work*, 76, (9-21).

Week #12: April 17 – Race, Gender and Culture in Psychodynamic Theory

Case presentation by students

Berzoff, J. (2011). Psychodynamic theory and gender. In J. Berzoff, L.M. Flanagan, & P. Hertz, (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. (4th ed. pp. 269- 285). New York: Roman & Littlefield.

Mattei, L. (2011). Coloring Development: Race and Culture in Psychodynamic Theories. In J. Berzoff, L. M. Flanagan & P. Hertz, (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. (4th ed. pp. 286 - 307). New York: Roman & Littlefield.

Glassman, N. & Botticelli, S. (2014). Perspective on Gay Fatherhood: Emotional Legacies and Clinical Reverberations. In Kuchuck, S., (Ed.). *Clinical implications of the psychoanalyst's life experiences: When the personal becomes professional*. (pp.162-168). New York: Routledge.

Holmes, D. E. (2016). Come hither, American psychoanalysis: Our complex multicultural America needs what we have to offer. *Journal of the American Psychoanalytic Association*, 64, 569-586.

Suggested reading:

Tummala-Narra, P. (2015). Cultural competence as a core emphasis of psychoanalytic psychotherapy. *Psychoanalytic Psychology*, 32 (2), 275-292.

Dresher, J., Cohen-Kettenis, P., & Winter, S. (2012). Minding the body: Situating gender identity diagnoses in the ICD-11. *International Review of Psychiatry*, 24, 568-577.

Faludi, S. (2013, April 15). Death of a revolutionary. *The New Yorker*, (52- 61).

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press. (pp.5- 23)

Tosone, C. (2005). The gujin therapist and the nature of therapeutic truth: A relational perspective. *Clinical Social Work Journal*, 33, 9-19.

Week #13: April 24 – Neuropsychoanalysis: Neuroscience Meets Psychodynamic Theory

Case presentation by students

Required Readings

Abrams, J. (*in press*). Neuropsychoanalysis and the repressed: Rendering what is possible in long-term psychotherapy. In Lord, S. (Ed.), *Relational therapy interminable? Stories from inside long-term analysis and psychodynamic psychotherapy*. New York: Routledge.

Applegate, J. S., & Shapiro, J. R. (2005). The brain: An introductory tutorial; The neurobiology of memory; and affect: Toward a neurological integration. In *Neurobiology for clinical social work: Theory and practice*(pp.1-39). New York: Norton.

Solms, M. (2017, January). *The scientific standing of psychoanalysis*. Paper presented at the meeting of the American Psychoanalytic Association, NY, NY.

Suggested Reading:

Panskepp, J. & Biven, L. (2012). *The archaeology of the mind*. pp. 1-46

Solms, M. (2013). The conscious id. *Neuropsychanalysis*. 15, 5-19.

Solms, M. (2017b). What is “the unconscious,” and where is it located in the brain? A neuropsychanalytic perspective. *Annals of the New York Academy of Sciences*, 1-8.

Week #14: May 1st– The Psychodynamic Sensibility

Final Paper Due

Case presentation by students

Required Readings

Berzoff, J., Flanagan, L.M., & Hertz, P. (2011). The Bridge: From Theory to Practice. In J. Berzoff, L. M. Flanagan & P. Hertz, (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. (4th ed. pp. 308 – 317). New York: Roman & Littlefield.

McWilliams, N. (2004). *Psychoanalytic psychotherapy*. New York: Guilford. (pp. 27 – 45).

Note: This syllabus is meant as a guide. Additional readings and exercises may be assigned as learning needs arise.

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