

**University of Pennsylvania – School of Social Practice and Policy**  
**Clinical Theory I SWRK 812-001**  
**Fall 2021**

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## **Course Description**

The purpose of this course is to broaden and deepen participants' mastery of several theories of development, personality, and behavior that have contributed to social work's knowledge base across the decades and continue to inform clinical social work epistemology and practice today. Drawing from original and relevant secondary sources, we will consider the central ideas of each theory, their clinical application, and their congruence with social work's principles, values and mission and our person-in-situation perspective. Our focus this semester will be on the evolution of psychodynamic theory, beginning with Freud's biological model of the mind, through various relational models, to contemporary work in the fields of attachment, intersubjectivity and neuropsychanalysis. This examination will constitute a case study of the manner in which theories are socially constructed and reflect the unique biopsychosocial factors in each theorist's life. We will embark on a critical inquiry into the social and political biases inherent in the Western European intellectual tradition from which most theories of human behavior have emerged. We will consider the social justice and radical/progressive roots of psychoanalysis in early 20<sup>th</sup> century Europe and whether psychoanalytic ideas can contribute to anti-Racist thought and action. With the help of the voices of contemporary analysts of color and queer analysts, we will explore the degree to which psychodynamic ideas and techniques are relevant to our work as clinical social workers with diverse client populations.

## **Course Objectives**

Through reading, writing and class discussion, successful course participants will demonstrate a capacity to:

1. Consider the philosophical and epistemological bases of each theory studied;
2. Locate each theory in relation to its historical, cultural, and political contexts;
3. Critically appraise the central ideas in each theory;
4. Evaluate each theory's goodness-of-fit with social work values, principles, and mission and with the person-in-environment perspective;
5. Assess the nature and strength of research based on the theories covered;
6. Identify the extent to which these theories are equipped to address issues of sociocultural diversity, anti-Racism and social justice.

## **Assignments**

All written work is to be submitted through Canvas as a **word document**. **No pdf's**

**please.** Documents are to be double-spaced in 12-point, New Times Roman font, 1” margins and prepared according to the latest APA format. A word about **page length and proof-reading:** each written assignment includes page limits. If you go more than **one half page over** the maximum page length, I will take one point off for each additional page. As you embark on your doctoral level work, I want you to hone your self-editing skills – perhaps the hardest part of writing. In addition, limiting the number of pages in a paper demands that you continually refine your focus down to the key points that you want to make. Finally, I do not expect papers with no typos – there are probably typos in this syllabus. However, if there are enough typos that I suspect that you did not carefully proof read your work, I will take off additional points.

1. Reading Leadership. Divided into pairs, participants will be responsible for developing **three (3)** questions derived from the required readings for a class of their choice and leading a discussion of said questions. Students will be randomly paired through Canvas and will have the opportunity to choose, following the first class, the week during which they will be responsible for discussion questions. The questions should be emailed to all classmates and the professor no later than the **Sunday** evening before the class during which the questions are to be discussed. Questions should reflect attention to course objectives and should generate critical thinking and thoughtful discourse. Due to time constraints, it is important to observe the limit of **3 questions.**

2. Reflection Paper. Due by the end of the day on September 28<sup>th</sup>, week 4 of class. This essay will be limited to 2 pages, not including references. The intention of this reflection paper is for you to have the opportunity to think deeply about the material covered in class and your reactions to the material. You will choose at least **one reading** from the course so far to support/illustrate the points you are making in your essay, and cite the reference, using APA format. You can write about the following:

- a reflection on class discussions, material covered in class, or a personal situation. Your reflection must be supported by at least one reading from the course;
- a critical reaction to at least one of the theories covered in the course so far that you have found useful either in your practice, in understanding yourself, or some aspect of the human experience;
- a critique of one of the theories covered in class that you do **not** think applies to your clients, yourself, or to human behavior more broadly.

Be **specific** about what in the theory makes sense to you and has been useful in your practice or what aspects of a theory you disagree with.

3. Final paper proposal. Due by the end of the day, October 19, week 7. A **6 page maximum** (not including references), mid-term proposal for a term paper based on one of the two topic options described below. This proposal should describe the topic of your paper and your plan for developing it. Begin your proposal with a narrative paragraph or paragraphs describing the topic of your paper and why you have chosen it. You can then use an outline format or bullet points to illustrate the major foci of your paper and how you plan to organize it. (A useful

way to structure the proposal would be to employ the numbered sections I have proposed for the two options). The maximum number of pages is 6, but you might not need that many pages. Include a preliminary list of the references you plan to use. The purpose of this assignment is for you to start planning your final paper and for me to review and comment on your plan. ***Due by midnight on October 19<sup>th</sup>, class #7.***

Final paper. Choose one of the two following options. ***Due by midnight on December 14<sup>th</sup> – final class.*** It is to be between **12 and 15 pages – no longer than 15 pages** (not including references).

Option 1: An investigation and critical appraisal of the work of a **psychodynamic** theorist whose work is not specifically examined in the course. If you are having difficulty deciding which theorist to consider, please contact the professor for guidance. In the paper, (1) describe why you have chosen to write about this theorist (2) consider biographical information that likely informed the theorist's ideas, (3) describe the historical and cultural context in which the theory developed; (4) assess the adequacy with which the theorist's work addresses the biopsychosocial dimensions of human functioning; (5) address the implicit cultural biases and assumptions in the theorist's published record; (6) evaluate any empirical evidence in support and/or refutation of the explanatory and/or predictive power of the theorist's work. Note: the work of the theorist you choose might not have any empirically supported evidence to support or refute it. I welcome your thoughts on how you view the efficacy of the theorist's ideas, based on your own research and/or clinical experience; and (7) discuss implications of the theorist's conceptualizations for clinical social work practice.

Option 2: Choose a client/patient from your clinical practice whom you would like to write about in depth, using one or more of the theories we have covered during the semester. In the paper, (1) provide relevant identifying information, history, and presenting problem, using a pseudonym to protect confidentiality; (2) describe why you have chosen to write about this particular case; (3) choose a theory or theories that we have studied this semester and give **specific examples** of how the theory or theories have helped you to understand your client/patient and how theory has informed the treatment; (4) give **specific examples**, if applicable, of ways in which the theory or theories did **not** fully address the biopsychosocial issues that the client/patient is working on in psychotherapy; (5) summarize the ways in which the theory/theories you have chosen do and/or do not fit with the basic tenets of clinical social work practice.

### **Grading:**

Class Participation/Reading Leadership Questions: 15%

Reflection Paper: 15%

Final Paper Proposal: 25%

Final Paper: 45%

## 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>

### Texts

#### Required

Berzoff, J., Flanagan, L. M., & Hertz, P. (Eds.). (2022). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts (5th ed.)*. Lanham, MD: Rowman & Littlefield.

Gaztambide, D.J. (2019). *A people's history of psychoanalysis: From Freud to Liberation Psychology*. Lanham, MD: Rowman & Littlefield.

*Note: This book available as an e-book through the Penn library. If you want to purchase it, go to Dr. Gaztambide's website for instructions on ordering and a coupon, good through 10/31/2020. His website is drgpsychotherapy.com. Click the "My Book" link.*

Kuchuck, S. (Ed.). (2014). *Clinical implications of the psychoanalyst's life experiences: When the personal becomes professional*. New York: Routledge.

Sullivan, H. S. (1953). *The interpersonal theory of psychiatry*. New York: Norton.

**Note: For those of you who read the Berzoff et al. text in your MSW programs, I suggest that you purchase the Palombo et al. text listed below as optional and read the chapters that correspond to the Berzoff readings. In addition, the Palombo et al. book is valuable if you want an additional resource for understanding the theories and theorists we are covering in the course.**

#### Optional/Suggested

Gherovici, P. & Christian, C. (Eds.). (2019). *Psychoanalysis in the barrios*. New York: Routledge.

Greenberg, J. R., & Mitchell, S. A. (1983). *Object relations in psychoanalytic theory*. Cambridge, MA: Harvard University Press.

Makari, G. (2008). *Revolution in Mind: The creation of psychoanalysis*. New York: Harper

Palombo, J., Bendicson, H. K., & Koch, B. J. (2010). *Guide to psychoanalytic developmental theories*. New York: Springer.

Schwartz, C. (2015). *In the mind fields: Exploring the new science of neuropsychanalysis*. New York: Vintage.

Zaretsky, E. (2005). *Secrets of the soul: A social and cultural history of psychoanalysis*. New York: Vintage Books.

Required readings not in required textbooks are on Canvas. Some optional readings are on Canvas. Those that are not can be found in the library or through the library's online resources.

## COURSE OUTLINE

### ***Session I:*** Sept 1. Introduction to Psychodynamic Theory and Theory Construction

#### Required

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

Berzoff et al. Chapter 1: Why psychodynamic theories, why a biopsychosocial context? (pp.1-13).

Gaztambide: Preface ( pp. ix-xii) and Introduction (pp. xix-xxiv)

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

#### Optional

McWilliams, N. (2005). Preserving our humanity as therapists. *Psychotherapy: Theory, Research, Practice, Training*, 42, 139-151.

Schwartz, C. (2015, June 28). Tell it about your mother: Can brain-scanning help save Freudian psychoanalysis? *The New York Times Magazine*.

**Session 2:** Sept 14. Contemporary Multicultural Voices in Psychoanalysis

Required

View before class: **“Black Analysts Speak”** - a video. Presently available on YouTube and through the Penn Library. If you want to access it through the library – in case it is no longer available on YouTube - go to databases and search PEP Web. Once in PEP Web, click on videos, scroll down and you’ll find it.

Hart, A. (2017). From multicultural competence to Radical Openness: A psychoanalytic engagement of otherness. *The American Psychoanalyst*, 51, (1).

Hollander, N. C. (2019). Psychoanalysts bear witness: Trauma and memory in Latin America. In Gherovici, P. & Christian, C. (Eds.), *Psychoanalysis in the barrios: Race, class and the unconscious* (pp. 38-53). New York: Routledge.

Holmes, D. E. (2021). “I do not have a racist bone in my body”: Psychoanalytic perspectives on what is lost and not mourned in our culture’s persistent racism. *Journal of the American Psychoanalytic Association*, 69 (2), 237-258.

Moss, D. (2021). On having whiteness. *Journal of the American Psychoanalytic Association*, 69 (2), 355- 371.

Optional

Tummala-Narra, P. (2015). Cultural competence as a core emphasis of psychoanalytic psychotherapy. *Psychoanalytic Psychology*, 32 (2), 275-29

**Session 3:** September 21. Early Freud: Biologist of the Mind

Required

Berzoff et al. Chapter 2: Freud's psychoanalytic concepts, pp. 14 – 36 (read up to section on Structural Theory only).

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

Freud, S. (1896). Further remarks on the neuro-psychoses of defence. In *The standard edition of the complete psychological works of Sigmund Freud, 1-24*, pp. 162-178 only. London: Hogarth Press, 1953-1974.

Freud, S. (1989). Katharina. In Gay, P. (Ed.). *The Freud reader* (pp. 78-86). New York: Norton.

Gaztambide, D. Chapter 1. "A Tool to Achieve Power" (pp. 1-30).

**Session 4:** September 28. Late Freud: From Biology to Psychology, Brain to Mind

**\*Reflection Paper Due\***

Required

Berzoff et al. Chapter 2: Structural theory, pp. 36 -46.

Danto, E. A. (2009). "A new sort of 'Salvation Army'": Historical perspectives on the confluence of psychoanalysis and social work. *Clinical Social Work Journal*, 37, 67-76

Freud, S. (1897). Letters to Fleiss. In Gay, P. (Ed.). *The Freud reader* (pp. 111-116). New York: Norton, 1989.

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.

Gaztambide, D. Chapter 2. "A Sort of Inner Revolution" (pp. 31-59).

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.

**Session 5:** October 5. The Interpersonal School

Required

Allen, M.S. (1995). Sullivan's closet: A reappraisal of Harry Stack Sullivan's life and his pioneering role in American psychoanalysis. *J of Homosexuality*, 29, (1). 1-18.

Ferenczi, S. (1933/1994). Confusion of tongues. In *Final contributions to the problems and methods of psycho-analysis* (pp. 156 – 167). New York: Karmac Books.

Gaztambide, D. Chapter 3. "For Justice, for Equal Treatment of All" (pp 61- 87).

Sullivan, H. S. (1953). *The interpersonal theory of psychiatry* (Chapters 1-3, Chapters 7 and 10). New York: Norton.

Optional

Greenberg, J. R., & Mitchell, S. A. (1983). Interpersonal Psychoanalysis. In *Object relations in psychoanalytic theory* (pp. 79-115). Cambridge, MA: Harvard University Press.

**Session 6:** October 12. Ego Psychology and Psychosocial Theory

Required

Berzoff, et al. Chapter 4: Schamess, G., & Shilkret, R., Ego psychology (pp. 47 - 74) and Chapter 5: Berzoff, J., Psychosocial ego development: The theory of Erik Erikson (pp. 75 - 91).

Freud, A. (1966). *The ego and the mechanisms of defense* (pp. 3-10 & 30-44). New York: Norton.

Gaztambide, D. Chapter 4. "The Possibility of Love" (pp. 89-117).

Grosz, S. (2013). A passion for ignorance (pp. 55-70).

Stoute, B. (2021). Black rage: The psychic adaptation to the trauma of oppression. *Journal of the American Psychoanalytic Association*, 69 (2), 259-290.

Optional

Erikson, E. (1959). *Identity and the life cycle: Selected papers*.  
New York: Norton.

Hartmann, H. (1939). *Ego psychology and the problem of adaptation* (pp. 3-47).  
New York: International Universities Press.

Goldstein, E. (1995). *Ego psychology and social work practice* (2<sup>nd</sup>. Ed.).  
New York: Free Press.

Palombo et al. Chapter 2: Heinz Hartmann (pp. 49-60); Chapter 3: Anna  
Freud (pp. 61-80); Chapter 11: Erik Erikson (pp. 199-224).

Stoute, B. (2019). Racial socialization and thwarted mentalization: Psychoanalytic  
reflections from the lived experience of James Baldwin's America.  
*American Imago*, 76, 335-357

**Session 7:** October 19. Object Relations Theory

**\*TERM PAPER PROPOSAL DUE\***

Required

Berzoff, et al. Chapter 5: Flanagan, L. M., Object relations theory (pp. 92-124).

Abrams, J. (2009). What's reality got to do with it?: Projective processes in adult  
intimate relationships. *Psychoanalytic Social Work*, 16(2), 126-138.

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.

Kuchuck, Chapter 17: Pines, D. "Stroke and the fracturing of the self:  
Rebuilding a life and a practice "(pp. 224-236).

Winnicott, D. W. (1953). Transitional objects and transitional phenomena: A  
study of the first not-me possession. In *Playing and reality* (pp. 1-25).  
London: Tavistock.

Hart, A. (2019). The discriminatory gesture: A psychoanalytic consideration of  
posttraumatic reactions to incidents of racial discrimination. *Psychoanalytic Social  
Work*, 26, 5-24.

Optional

- Applegate, J. S., & Bonovitz, J. M. (1995). *The facilitating partnership: A Winnicottian approach for social workers and other helping professionals*. Northvale, NJ: Jason Aronson.
- Palombo et al. Chapter 7: Melanie Klein, pp. 129-145.
- Fairbairn, W. R. D. (1952). *An object relations theory of personality*. New York: Basic Books.
- Klein, M. (1957). *Envy and gratitude*. New York: Basic Books.
- Guntrip, H. (1969). *Schizoid phenomena, object relations and the self*. New York: International Universities Press.
- Jacobson, E. (1964). *The self and the object world*. New York: International Universities Press.
- Mahler, M., Pine, F., & Bergman, A. (1975). *The psychological birth of the human infant: Symbiosis and individuation* (pp. 41-120). New York: Basic Books.
- Palombo et al. Chapter 8: Donald Winnicott (pp. 147-162).
- Palombo et al. Chapter 9: Margaret Mahler (pp. 163-180); Chapter 10: Otto Kernberg (pp. 181-196).
- Winnicott, D. W. (1958). The capacity to be alone. In *The maturational processes and the facilitating environment* (pp. 29-35). London: Hogarth Press.
- Winnicott, D. W. (1960). Ego distortion in terms of true and false self. *The maturational processes and the facilitating environment* (pp. 140-152). Madison CT: International Universities Press, 1965.

**Session 8:** October 26. Psychology of the Self

Required

- Berzoff, et al. Chapter 6: Flanagan, L. M. The theory of self psychology, pp. 125-151.
- Gaztambide, D. Chapter 5. "A Loving Encounter of People".
- Kohut, H. (1977). Epilogue. In *The restoration of the self* (pp. 267-312). New York: International Universities Press.

Kuchuck, Chapter 7: Ornstein, A. Reflections on the development of my analytic subjectivity (pp. 81-97).

### Optional

Goldstein, E. (2001). *Object relations theory and self psychology in social work practice*. New York: Free Press.

Palombo et al. Chapter 14: Heinz Kohut (pp. 257-281).

### **Session 9:** November 2. Infancy Studies

#### Required

Stern, D. (1985). *The interpersonal world of the infant: A view from psychoanalysis and developmental psychology* (pp. 3-137). New York: Basic Books.

Beebe, B., & Lachmann, F. M. (2002). *Infant research and adult treatment: Co-constructing interactions* (pp. 1-44). Hillsdale, NJ: Analytic Press.

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

#### Optional

Applegate, J. S., & Shapiro, J. R. (2005). Early affect regulation: Prelude to attachment. In *Neurobiology for clinical social work: Theory and practice* (pp. 40-57).

Palombo et al. Chapter 4: Rene Spitz (pp. 81-94). Chapter 13: Daniel Stern (pp. 243-256).

### **Session 10:** November 9. Relational/Intersubjective

#### Required

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.

Berzoff, et al. Chapter 10: Berzoff, J., Relational and intersubjective theories

theories (pp. 152- 168).

Gaztambide, D. Chapter 6: "To Recognize Ourselves in Our Reality" pp. 14 –176.

Kuchuck, Chapter 11: Kuchuck, S. Guess who's going to dinner? On the arrival of the of the uninvited third (pp. 135- 145).

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

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

Stolorow, R. D., & Atwood, G. E. (1994). Toward a science of human experience. In Stolorow, R. D., Atwood, G. E., & Brandchaft, B. (Eds.), *The intersubjective perspective* (pp. 15-30). Northvale, NJ: Jason Aronson.

### Optional

Applegate, J. S. (1999). Winnicott and the paradoxes of intersubjectivity. *Smith College Studies in Social Work*, 69, 203-220.

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

Ogden, T. (1994). The analytic third: Working with intersubjective clinical facts. In *Subjects of analysis* (pp. 61-95). Northvale, NJ: Jason Aronson.

### ***Session 11:*** November 16. Relational Cultural Theory

#### **Special Guest Speaker Dr. Judith V. Jordan**

### Required

Berzoff, et al. Chapter 10: Berzoff, J. Psychodynamic theories and gender (pp. 202 – 216).

Jordan, J.V. (2018). *Relational-cultural therapy*. (2<sup>nd</sup> ed.). Washington, D.C: American Psychological Association. **Chapters 1- 4.**

Optional

Jordan, J.V. (2018). *Relational-cultural therapy*. (2<sup>nd</sup>ed.). Washington, D.C: American Psychological Association. **Chapters 5-7**

**Session 12:** November 30. Attachment Theory

Required

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

Berzoff, et al. Chapter 8: Shilkret, R., & Shilkret, C., Attachment theory (pp. 169-187).

Fonagy, P., Gergely, G., Jurist, E. L., & Target, M. (2002). Introduction and Attachment and reflective function: Their role in self-organization. In *Affect regulation, mentalization, and the development of the self* (pp. 1-64). New York: Other Press.

Gaztambide, D. Conclusion (pp. 177- 204).

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

Optional

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.

Fonagy, P. (2001). Introduction to attachment theory and key findings of attachment research. In *Attachment theory and psychoanalysis* (pp. 5-46). New York: Other Press.

Palombo et al. Chapter 15: John Bowlby (pp. 287-301); Chapter 16: Mary Salter Ainsworth (pp. 303-314); Chapter 18: Peter Fonagy (pp. 335-347).

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

**Session 13:** December 7. Neuroscience and Clinical Social Work

Required

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. 1-25). New York: Norton.

Berzoff, et al. Chapter 9: Shapiro, J. Neurobiology, attachment, and trauma (pp. 188-201).

Shonkoff, J. (2017). What science tells us about supporting early childhood development. *YC Young Children*, (72), 2, pp. 8-16

**Session 14:** December 14. Neuropsychanalysis

**\*Final Paper Due\***

Required:

Abrams, J. (2019). Neuropsychanalysis and the repressed: Rendering what is possible in long-term psychotherapy. In Lord, S. (Ed.), *Reflections on long-term relational psychotherapy and psychoanalysis: Relational analysis interminable* (pp. 162-165). New York: Routledge.

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

Solms, M., & Turnbull, O.H. (2011). What is neuropsychanalysis?  
*Neuropsychanalysis*, 13, 1-13.

Panksepp, J., & Biven, L. (2012). Ancestral Passions. In *The archaeology of the mind* (pp. 1-46).

**Note: While the syllabus will not change in any major way over the course of the semester, I might replace some readings as new materials become available that I think will enhance your learning. I will give you plenty of notice if any of the readings change.**

