

COUN 8630

Advanced Theories: Psychodynamic Theories (Interpersonal)

Summer 2015

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Department of Special
Education, Rehabilitation,
and Counseling

College of Education

INSTRUCTOR INFORMATION:
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OFFICE HOURS:

by appointment

COLLEGE OF EDUCATION



Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



SYLLABUS

- 1. Course Number:** COUN 8630
Course Title: Advanced Theories: Psychodynamic Theories (Interpersonal)
University: Auburn University
Credits: 3 semester hours
Prerequisites: Department Approval
Instructor: Marilyn A. Cornish, PhD
Contact Info: 2052 Haley (mail: 2084); mcornish@auburn.edu; 334-844-7601
Class Meeting: Mondays & Wednesdays 10:00am-1:50pm in Haley 3187
Office Hours: By appointment

- 2. Date Syllabus Prepared:** 6/2015

3. Required Textbooks:

Summers, R. F., & Barber, J. P. (Eds.). (2015). *Practicing psychodynamic therapy: A casebook*. New York: NY: Guilford Press.

Teyber, E., & McClure, F. H. (2011). *Interpersonal process in therapy: An integrative model* (6th ed.). Belmont, CA: Brooks/Cole.

Additional Required Readings:

Binder, J. L., & Betan, E. J. (2013). Essential activities in a session of brief dynamic/interpersonal psychotherapy. *Psychotherapy*, 50, 428-432. doi: 10.1037/a0032521

Budge, S. L. (2013). Interpersonal psychotherapy with transgender clients. *Psychotherapy*, 50, 356-359. doi: 10.1037/a0032194

Cowan, E. W. (2005). Case two: Daddy dearest. In E. W. Cohen, *Ariadne's thread: Case studies in the therapeutic relationship* (pp. 36-80). Boston, MA: Brooks/Cole.

Friedlander, M. L., Sutherland, O., Sandler, S., Kortz, L., Bernardi, S., Lee, H.-H., & Drozd, A. (2012). Exploring corrective experiences in a successful case of short-term dynamic psychotherapy. *Psychotherapy*, 49, 349-363. doi: 10.1037/a0023447

Required Video (available in Learning Resources Center, watched in class):

American Psychological Association (2009). *Psychotherapy in six sessions series VIII: Brief dynamic therapy over time, with Hanna Levenson, PhD* [DVD]. Washington, DC: APA.

4. Course Description:

Catalog Description: The origins, current status, and emerging applications of psychodynamic approaches to counseling

Expanded Description: This course will provide an in-depth examination of psychodynamic/interpersonal theory, primarily from the perspective of Teyber & McClure's (2011)

interpersonal process in therapy approach and Summer and Barber's (2010; 2015) pragmatic psychodynamic psychotherapy. Other psychodynamic theories will be examined for the purposes of establishing historical context. This class emphasizes the interplay between theory and practical application, giving students a workable model from which to conduct psychodynamic/interpersonal therapy in the future.

5. Course Objectives:

Upon successful completion of this course, students will:

- a) demonstrate advanced knowledge related to psychodynamic therapies and techniques;
- b) possess skills to monitor and work in the process dimension with clients;
- c) increase their skill in integrating psychodynamic and interpersonal process theory and techniques into counseling practice;
- d) identify outcome and related research on the use of psychodynamic and interpersonal theories in psychotherapy; and
- e) understand implications of individual diversity in the practice and application of psychodynamic/interpersonal therapy.

6. Course Schedule:

An overview of the course content and schedule is included below. This schedule may change based on the learning needs of the class or other unforeseen circumstances.

DATE	CLASS TOPIC	READINGS	ASSIGNMENTS DUE
June 24, 2015	Course Overview & Syllabus Review Intro to Brief Dynamic Therapy		
June 29, 2015	Responding to Clients: Establishing Alliance and Honoring Resistance	T & M Chapter 1 T & M Chapter 2 T & M Chapter 3	T/A Reflection #1
July 1, 2015	Responding to Clients: Internal Focus and Helping with Feelings	T & M Chapter 4 T & M Chapter 5	T/A Reflection #2
July 6, 2015	Conceptualizing Clients and Developing a Treatment Focus: Familial/Developmental Factors, Interpersonal Coping Strategies, & Relational Themes/Reparative Experiences	T & M Chapter 6 T & M Chapter 7 T & M Chapter 8	T/A Reflection #3
July 8, 2015	Resolution and Change: Interpersonal Solution, Working Through & Termination	T & M Chapter 9 T & M Chapter 10	T/A Reflection #4
July 13, 2015	Introduction to Pragmatic Psychodynamic Psychotherapy (PPP) Sharing of Psychodynamic Theory Reports Effectiveness of Psychodynamic Therapy	S & B Chapter 1 S & B Chapter 2	Psychodynamic Theory Report/Presentation T/A Reflection #5
July 15, 2015	PPP for Depression PPP for Obsessionality	S & B Chapter 4 S & B Chapter 6	Dep. RP: Molly, Melani Obs. RP: no role play
July 20, 2015	PPP for Fear of Abandonment PPP for Low Self-Esteem	S & B Chapter 8 S & B Chapter 11	FoA. RP: Lauren, Ana Est. RP: Melani, Kelly

July 22, 2015	PPP for Panic Anxiety PPP for Trauma	S & B Chapter 12 S & B Chapter 13	Anx. RP: Kelly, Lauren Tra. RP: Ana, Molly
July 27, 2015	PD/IPT with Diverse Clients Essential Activities in PD/IPT Corrective Experiences Case Study Case Conceptualization Discussion	Budge (2013) Binder & Began (2013) Friedlander et al. (2012) Cowan (2005)	Case Conceptualization
July 29, 2015	FINALS PERIOD – NO CLASS		

7. Course Requirements/Evaluation:

Course Requirements:

A. Theory/Application Reflection (15 points each, 75 points total): As part of this class, we will be watching Brief Dynamic Therapy Over Time, which presents a 6-session psychodynamic treatment of a client conducted by Hanna Levenson. We will watch two sessions during the first class period and one session each during class periods 2-5. To stimulate reflection on the connections between this video and the class readings, students will write five brief (about 1/2 page single spaced each) reflections. The reflections are due by 9:30am on each of the dates listed on the syllabus, to be submitted on Canvas. Each submission should include a reflection on the session(s) shown in the previous class period, the readings due on the day of the submission, and the connections/points of contrast made between the video session and the readings. See Canvas for the grading rubric.

B. Psychodynamic Theory Report & Presentation (50 points): Modern psychodynamic/interpersonal psychotherapy emerged from a rich history of multiple psychoanalytic and psychodynamic theories. To gain an appreciation for this history, each student will select a psychoanalytic or psychodynamic theory (not including the two theories emphasized in this class) to explore more in depth. For this assignment, students will write a 2 to 3 page (single-spaced, 1-inch margins, 12-point Times New Roman font, not including references) report on their selected theory that 1) describes how/why and by whom the theory was developed, 2) the theory's explanation for how psychological problems develop and how they are overcome, 3) the role/stance of the therapist and common therapeutic techniques/interventions, and 4) any additional pertinent information. The report should include in-text citations and references in APA style (although they should be single-spaced). These written reports will be shared with the entire class for future reference. In addition, students will provide a 10-minute oral presentation on the theory to the class; the presentation may or may not include visual supplements depending on how students deem the information can best be presented. The written report is due at the start of class on July 13, and oral presentations will also occur that class period. See Canvas for the grading rubric and for the list of potential theories to select from.

C. Psychodynamic Role-Plays (60 points total): Students will participate in two 15-minute role plays, one as counselor and one as client. Role-plays will occur during class time on July 15, 20, and 22. The content for each role play should be inspired by the corresponding case

from the Summers & Barber book, with the client in the role play representing the client in the case. Students may elect to role play a particular scene described in the case, or they may act out a scene reasonably likely to occur based on the information provided in the case. For each role-play, the student acting as counselor will provide a brief introduction to properly orient the class to the role-play. The students will then conduct the role-play with the rest of the class observing. Following the role-play, the whole class will have a discussion on the psychodynamic themes that emerged, the extent to which the counselor used psychodynamic techniques, case conceptualization of the client, etc. The counselor role-play is worth 35 points and the client role-play is worth 25 points. See Canvas for the grading rubrics.

D. Psychodynamic/Interpersonal Case Conceptualization (120 points). In order to facilitate students' development in case conceptualization skills, students will complete one written case conceptualization. The conceptualization is to be based on the client described in the required chapter reading by Cowen (2005). The written document should include the following sections: a) known demographic and cultural data for the client, b) presenting concerns, c) relevant historical information, d) your conceptualization of the client's problem, f) treatment goals you would have if working with this client, and g) interventions you would anticipate using to help meet each goal. The conceptualization, goals, and interventions must be based on Teyber & McClure's (2011) interpersonal process in therapy approach and Summers & Barber's (2010; 2015) pragmatic psychodynamic therapy approach. Make it clear when you are utilizing which approach. The conceptualization must be emailed to the instructor as a Word attachment no later than 10:00am on July 27; students must include a statement at the top of the document stating that the conceptualization is based on a hypothetical client taken from a book.

Course Evaluation:

As described above, course requirements total to 300 points. Letter grades will be assigned on the following scale according to percentage of total points earned (proportions of a percentage will be rounded to the nearest whole percentage):

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

8. Class Policy Statements:

Late Work Policy: It is expected that you will have completed all assignments by the due date and time listed in the syllabus. Failure to turn an assignment in on time or missing a role-play will result in failure of that course requirement. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Attendance and Participation: You are expected to be in class and to be prepared. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. If an absence is necessary, students should communicate them to me in advance. Missing more than one class period requires instructor approval. Students are responsible for all course material covered and assignment information communicated during a class period in which they were absent.

Respect: Your use of technology during class for non-educational purposes is disrespectful to your peers, your instructor, and the learning process. Cell phones should be turned off or silenced during class. Please do not engage in texting or other messaging during class. In addition, laptops and other devices should only be used for note-taking.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook: http://www.auburn.edu/student_info/student_policies/ will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Plagiarism, cheating, and sharing of exam materials may all be grounds for failure of the test, assignment, or the entire course.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Office Hours: Rather than having an established office hour, I will meet with students by appointment. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

9. Justification for Graduate Credit:

This course includes advanced content in graduate psychology education and is designed to partially meet requirements for a doctoral degree in counseling psychology. The course includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a course designed to teach advanced psychological theories as they apply to the counseling/psychology profession, only students enrolled in approved counseling-related doctoral programs are eligible to take this course.