**COUN 8630**

Advanced Theories: Psychodynamic/ Interpersonal

***Summer 2018***

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**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Marilyn A. Cornish, Ph.D.**

**Assistant Professor**

**2068 Haley Center**

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**334-844-7601**

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Office Hours:

**by appointment**



**SYLLABUS**

**1. Course Number: COUN 8630**

**Course Title: Advanced Theories: Psychodynamic/Interpersonal**

**University: Auburn University**

**Credits: 3 semester hours**

**Prerequisites: Department Approval**

**Instructor: Marilyn A. Cornish, PhD, LP**

**Contact Info: 2068 Haley (mail: 2084); mac0084@auburn.edu; 334-844-7601**

**Class Meeting: Mondays & Wednesdays 1:00-4:50pm in Haley 1221**

**Office Hours: By appointment**

**2. Date Syllabus Prepared:** 6/2015; updated 5/2018

**3. Course Readings/Materials**

**Required Textbook:**

Teyber, E., & Teyber, F. H. (2017). *Interpersonal process in therapy: An integrative model* (7th ed.). Boston, MA: Cengage Learning.

**Additional Required Readings (provided on Canvas):**

Binder, J. L. & Betan, E. J. (2013). Understanding the conceptual basis of brief dynamic psychotherapy (Chapter 2). In *Core competencies in brief dynamic psychotherapy: Becoming a highly effective and competent brief dynamic psychotherapist.* New York, NY: Routledge.

Binder, J. L. & Betan, E. J. (2013). Developing a BDP case conceptualization and intervention plan (Chapter 6). In *Core competencies in brief dynamic psychotherapy: Becoming a highly effective and competent brief dynamic psychotherapist.* New York, NY: Routledge.

Binder, J. L. & Betan, E. J. (2013). Practicing BDP with cultural and ethical sensitivity (Chapter 10). In *Core competencies in brief dynamic psychotherapy: Becoming a highly effective and competent brief dynamic psychotherapist.* New York, NY: Routledge.

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

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.

**Suggested Supplemental Sources:**

Binder, J. L. & Betan, E. J. (2013). *Core competencies in brief dynamic psychotherapy: Becoming a highly effective and competent brief dynamic psychotherapist.* New York, NY: Routledge.

Levenson, H. (1995). *Time-limited dynamic psychotherapy: A guide to clinical practice.* New York, NY: Basic Books.

Levenson. H. (2017). *Brief dynamic therapy* (2nd ed.). Washington, DC: American Psychological Association.

**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 & Teyber’s (2017) interpersonal process in therapy (IPT) approach, as well as a brief psychodynamic psychotherapy (BDP) perspective (Binder & Betan, 2013; Levenson, 1995, 2017). 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:

1. demonstrate advanced knowledge related to psychodynamic therapies and techniques;
2. possess skills to monitor and work in the process dimension with clients;
3. demonstrate increased skill in integrating psychodynamic and interpersonal process theory and techniques into counseling practice;
4. identify outcome and related research on the use of psychodynamic and interpersonal theories in psychotherapy; and
5. understand implications of cultural and 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. In the Readings column “T & T” refers to the Teyber & Teyber required textbook and “B & B” refers to chapters from the Binder & Betan book provided on Canvas.

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| --- | --- | --- | --- |
| DATE | CLASS TOPIC | READINGS | ASSIGNMENTS DUE |
| May 21 | Intro to Brief Dynamic Psychotherapy (BDP)  Intro to Interpersonal Process in Therapy (IPT) Approach  Watch BDP Session #1 | T & T Chapter 1 |  |
| May 23 | Responding to Clients: Establishing an Alliance and Honoring Resistance  Watch BDP Session #2 | T & T Chapter 2  T & T Chapter 3 | T/A Reflection #1 due at 12:30pm |
| May 28 | NO CLASS: UNIVERSITY CLOSED FOR MEMORIAL DAY |  |  |
| May 30 | Conceptual Basis of BDP  BDP Case Conceptualization & Treatment Planning  Cultural and Ethical Sensitivity in BDP  Watch BDP Session #3 | B & B Chapter 2  B & B Chapter 6  B & B Chapter 10 | T/A Reflection #2 due at 12:30pm |
| June 4 | Responding to Clients: Internal Focus and Helping with Feelings  Watch BDP Session #4 | T & T Chapter 4  T & T Chapter 5 | T/A Reflection #3 due at 12:30pm |
| June 6 | Psychodynamic Theory Presentations  Effectiveness of Psychodynamic Therapy |  | Psychodynamic Theory Report due at 1:00pm  In-Class Presentations |
| June 11 | Familial/Developmental Factors  IPT Conceptualization  Watch BDP Session #5 | T & T Chapter 6  T & T Chapter 7 | T/A Reflection #4 due at 12:30pm |
| June 13 | Relational Themes/Reparative Experiences  Essential Activities in BDP/IPT  Watch BDP Session #6 | T & T Chapter 8  Binder & Betan (2013) | T/A Reflection #5 due at 12:30pm |
| June 18 | Working with the Process Dimension  Working-Through & Termination Phases of Treatment  Corrective Experiences Case Study | T & T Chapter 9  T & T Chapter 10  Friedlander et al. (2012) | T/A Reflection #6 due at 12:30pm  All Role-Play Materials due at 1:00pm |
| June 20 | Case Conceptualization Discussion  Integration of Course Material | Cowan (2005) | Case Conceptualization due at 1:00pm |

**7. Course Requirements/Evaluation:**

Course Requirements:

***A.* *Theory/Application Reflection*** *(15 points each, 90 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 treated by Dr. Hanna Levenson. You can see the Course Schedule for the class periods in which we will be watching each session. To stimulate reflection on the connections between this video and the class readings, students will write six brief (about 1/2 page single spaced each) reflections. The reflections are due on Canvas by **12:30pm on each of the dates listed on the syllabus**. Each submission should include your reflections on the session shown in the previous class period and the readings due on the day of the submission, as well as the connections/points of contrast you see between the video session and the readings. See Canvas for the grading rubric.

***B.* *Psychodynamic Theory Report & Presentation*** *(65 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, you will write a 2 to 3 page (single-spaced, 1-inch margins, 12-point Times New Roman font, not including references) report on your 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. Your 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, you will provide a 10-minute oral presentation on your theory to the class; the presentation may or may not include visual supplements depending on how you deem the information can best be presented. The written report is due on Canvas by **1:00pm on June 6,** and oral presentations will also occur that class period. See Canvas for the grading rubric and for the list of potential theories from which you can pick.

***C.* *Psychodynamic Role-Plays*** *(105 points total):* Students will participate in two 20-minute role-plays, one as counselor and one as client. Role-plays will be conducted outside of class time and recorded using Panapto. Paired students can work together to develop the presenting concerns of each client and at what stage of treatment the role play is occurring. Each role-play must represent a client with an interpersonal problem. The role-play should include some enactment by the client of that interpersonal pattern and attention by the counselor to the interpersonal pattern. In each role-play the counselor and client have different assignment requirements, as outline below. You are encouraged to start the planning process for these role-plays early in the semester and to have the role-plays recorded at least the week prior to the final week of class. All materials associated with these assignments are due on Canvas by **1:00pm on June 18**.

***1) Counselor Role*** *(65 points):* In the role-play for which you act as counselor, you will submit a Conceptualization Form (available on Canvas) that outlines the cyclical maladaptive pattern (CMP) of this client. You can and should work with your partner who is serving as the client to develop this CMP, but ultimately you are responsible for completing and submitting the Form for grading of your work. You are also responsible for recording the 20-minute role-play and uploading it to Canvas for grading. Finally, you will submit a brief reflection on specific strengths and limitations in your ability to demonstrate effective psychodynamic/interpersonal psychotherapy during this role-play. You should use your partner’s Debrief Form and your own ability to self-assess when writing this reflection.

***2) Client Role*** *(40 points):* In the role-play for which you act as client, you will first work with your partner who is serving as the counselor to identify how you will enact the CMP in the session. You will then play that role in the recorded session. Within 24 hours of the role-play, you will complete a Debrief Form (available on Canvas) that you will provide as feedback to your partner. You will also submit the Form on Canvas for grading.

***D.* *Psychodynamic/Interpersonal Case Conceptualization*** *(120 points).* In order to facilitate students’ development in psychodynamic/interpersonal 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 Cowan (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 & Teyber’s (2017) interpersonal process in therapy approach and Binder and Betan’s (2013)/Levenson’s (1995, 2017) brief dynamic psychotherapy models. You will need to make it clear when you are utilizing which approach in your conceptualization. The conceptualization is due on Canvas by **1:00pm on Wednesday, June 20**; 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 380 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: I expect that all students will be in class and be prepared. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from all members of the class. If an absence is necessary, please communicate with me in advance. Missing more than one class period requires my approval. You are responsible for all course material covered and assignment information communicated during a class period in which you are absent.

Respect: This course will require students to practice new skills. During class discussions and experiential activities, students are expected to be respectful of one another. Any feedback provided should be done in a way that communicates respect, facilitates your peers’ learning, and conveys your interest in learning from your peers. Cell phones are to be turned off or set to silent. Please do not engage in texting or other messaging during class. In addition, laptops and other devices should only be used for note-taking. Late arrivals and early departures are disruptive, so please plan your schedule to arrive on time and stay until the end of class.

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.

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**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.