**COUN 8630**

Advanced Theories: Psychodynamic/ Interpersonal

***Summer 2020***

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

**College of Education**

Instructor Information:

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

**Associate 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: Wednesdays 4:00-7:45pm**

**Office Hours: By appointment**

**2. Date Syllabus Prepared:** 6/2015; updated 5/2018, 5/2020

**3. Course Readings/Materials**

**Required Textbook:**

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.

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

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

Reese, R. J., Slone, N. C., & Miserocchi, K. M. (2013). Using client feedback in psychotherapy from an interpersonal process perspective. *Psychotherapy, 50*, 288-291. doi: 10.1037/a0032522

Teyber, E., & Teyber, F. H. (2017). Chapter 6: Familial and developmental factors. In *Interpersonal process in therapy: An integrative model* (7th ed.). Boston, MA: Cengage Learning.

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

Teyber, E., & Teyber, F. H. (2017). Chapter 9: Working with the Process Dimension. In *Interpersonal process in therapy: An integrative model* (7th ed.). Boston, MA: Cengage Learning.

**Required Video (recordings available on Canvas on a time-limited basis):**

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:**

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.

Maroda, K. J. (2010). *Psychodynamic techniques: Working with emotion in the therapeutic relationship.* New York, NY: Guilford Press.

McCullough, L., Kuhn, N., Andrews, S., Kaplan, A., Wolf, J., & Hurley, C. L. (2003). *Treating affect phobia: A manual for short-term dynamic psychotherapy.* New York, NY: Guilford Press.

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

**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). 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. understand implications of cultural and individual diversity in the practice and application of psychodynamic/interpersonal therapy;
3. possess skills to monitor and work in the process dimension with clients;
4. demonstrate increased skill in integrating psychodynamic and interpersonal process theory and techniques into counseling practice; and
5. identify process and outcome research on the use of psychodynamic and interpersonal theories in psychotherapy.

**6. Course Schedule:**

An overview of the course content and schedule is below. This schedule may change based on the learning needs of the class or other unforeseen circumstances. In the Readings column, “B & B” refers to chapters from the Binder & Betan required textbook and “T & T” refers to the Teyber & Teyber chapters provided on Canvas. In the Assignments Due Column “BDP Session” refers to the assigned APA video (time-limited availability on Canvas).

Because Auburn University is on remote operations for Summer 2020 due to the COVID-19 crisis, this course will utilize a hybrid model (some asynchronous material and shorter synchronous class meetings each week via Zoom). “Lecture” material will be pre-recorded for students to watch **in advance** of class meetings. The APA video will also be watched outside of class time (see assigned due dates below). Class meetings will include discussion of all the course material from that week (readings, recorded lecture and video, and assignments). With noted exceptions below, students should be available for Zoom meetings from 4:00-6:00 on class days.

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| --- | --- | --- | --- |
| DATE | CLASS TOPIC | READINGS | ASSIGNMENTS DUE |
| May 20 | Intro to Brief Dynamic Psychotherapy (BDP)  Intro to Interpersonal Process in Therapy (IPT) Approach | B & B Chapter 1 |  |
| May 27 | Conceptual Basis of BDP  Familial and Developmental Factors | B & B Chapter 2  T & T Chapter 6 | Watch BDP Session #1  T/A Reflection #1 due at 3:30pm |
| June 3 | Establishing and Maintaining an Effective Therapeutic Alliance  Cultural and Ethical Sensitivity in BDP | B & B Chapter 3  B & B Chapter 4  B & B Chapter 10 | Watch BDP Session #2  T/A Reflection #2 due at 3:30pm |
| June 10 | BDP Assessment, Conceptualization & Treatment Planning | B & B Chapter 5  B & B Chapter 6 | Watch BDP Session #3  T/A Reflection #3 due at 3:30pm |
| June 17 | IPT Conceptualization | T & T Chapter 7 | Watch BDP Session #4  T/A Reflection #4 due at 3:30pm |
| June 24 | NO CLASS – UNIVERSITY READING DAY | -- | -- |
| July 1 | Psychodynamic/Interpersonal Interventions  Working with the Process Dimension  Corrective Experiences | B & B Chapter 7  T & T Chapter 9  Friedlander et al. (2012) | Watch BDP Session #5  T/A Reflection #5 due at 3:30pm |
| July 8 | Using Client Feedback in IPT  Monitoring Progress  Termination  Effectiveness of Psychodynamic Therapy | Reese et al. (2013)  B & B Chapter 8  B & B Chapter 9 | Watch BDP Session #6  T/A Reflection #6 due at 3:30pm |
| July 15 | Psychodynamic/Interpersonal Role-plays  (PLAN FOR FULL CLASS TIME) | -- | Role-play materials due as assigned |
| July 22 | Psychodynamic/Interpersonal Role-plays  (PLAN FOR FULL CLASS TIME) | -- | Role-play materials due as assigned |
| July 29 | Case Conceptualization Discussion  Integration of Course Material | Cowan (2005) | Case Conceptualization due at 4:00pm |
| Aug 5 | NO CLASS – FINALS WEEK | -- | -- |

**7. Course Requirements/Evaluation:**

Course Requirements:

***A.* *Theory/Application Reflection*** *(15 points each, 90 points total):* As part of this class, we will watch *Brief Dynamic Therapy Over Time*, which presents a 6-session psychodynamic treatment of a client treated by Dr. Hanna Levenson. See the Course Schedule for the class periods by which you need to watch each session. To stimulate reflection on the connections between this video and the class readings, you will write six brief (about 1/2 page single spaced each) reflections, due on Canvas by **3:30pm on the dates listed on the syllabus**. Each submission should include your reflections on the session due on the submission day and the reading(s) due on the submission day, 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 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 Zoom or Panapto. Paired students will work together to develop the presenting concerns of each client and the stage of treatment. 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. All materials associated with these assignments are due on Canvas by **3:30pm on July 15 or 22 as assigned**. The recorded session will be shown during class time, followed by questions and discussion. Evaluation Rubrics are available on Canvas.

***1) Counselor Role*** *(50 points):* In the role-play for which you act as counselor, you will you will first work with your partner who is serving as the client to identify the presenting concerns of your mock client. You will review the Conceptualization Form developed by your partner and work together to determine how your partner will enact the CMP in the mock session. You are 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*** *(55 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 the presenting concerns of your client. You will complete and submit a Conceptualization Form (available on Canvas) that outlines the cyclical maladaptive pattern (CMP) of this client. You will also share this Conceptualization Form with your partner and work together to determine how you will enact the CMP in the mock 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.

***C.* *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 Binder and Betan’s (2013)/Levenson’s (1995, 2017) brief dynamic psychotherapy models and Teyber & Teyber’s (2017) interpersonal process in therapy approach. You will need to make it clear when you are utilizing which approach in your conceptualization. The conceptualization is due on Canvas by **4:00pm on Wednesday, July 29**; 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 315 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.