



Chaminade
University
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8030

Course Title: Psychodynamic Theory and Therapy

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Spring 2021

Course Credits: 03

Class Meeting Days: Tuesdays

Class Meeting Hours: 9:00 AM—12:00 PM

Class Location: Eiben 201

Instructor Name: Lawrie A. Ignacio, Psy.D.

Email: lawrieann.ignacio@chaminade.edu

Phone: 808.286.2112

Office Location: N/A

Office Hours: By appointment

University Course Catalog Description and Overview

The course reviews major schools of psychodynamic theories and methodology of each approach in clinical settings. Both classic psychoanalysis and contemporary theoretical approaches are covered. Attention is given to case formulation with a psychodynamic orientation and the application of psychodynamic interventions in psychotherapy. Case material is used to help students better understand the theories and techniques.

This course reviews classical and contemporary theories and approaches to person-centered and humanistic psychotherapy. It utilizes didactic and applied approaches intended to give students a firm grounding in person-centered and existential approaches to psychotherapy with adults.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.

4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

Course Learning Outcomes

1. Students will refine their therapeutic engagement skills using a psychodynamic/psychoanalytic approach to therapy. This includes establishing a therapeutic relationship, utilizing transference and countertransference dynamics to enhance this alliance, and setting the frame for therapy. These skills will be demonstrated in role-plays and skill practice activities. (Competency 2 & 8)
2. Students will refine their diagnostic and clinical integration skills. These skills will be demonstrated through developing sound psychodynamic/psychoanalytic case conceptualizations and treatment plans assigned for homework, in-class activities, and on the final exam. (Competency 2 & 8)
3. Students will strengthen written and oral case conceptualization skills. These skills will be demonstrated through classwork, homework, and exams. (Competency 2 & 8)
4. Students will increase their knowledge of diversity issues in using a psychodynamic/psychoanalytic approach to therapy. This will be demonstrated in class discussions, homework assignments, and exams. (Competency 4)
5. Students will learn to utilize peer feedback to develop and strengthen their evolving theoretical orientation and approach to therapy. This skill will be evidenced by appropriate comments, feedback, and utility of feedback during role-play, class activities, and video assignments. (Competency 2 & 8)
6. Students will strengthen their critical thinking and reflexive-thinking skills via awareness of personal and professional biases and countertransference reactions that impact the therapeutic process. These skills will be evidenced by appropriate discussion, feedback, and reflections during class activities, role plays, assignments, and exams responses. (Competency 2 & 3)
7. Students will increase their awareness of ethics and professional behavior in addressing complex clinical cases. This skill will be demonstrated through class discussion, assignments, and exam responses. (Competency 1)

Required Learning Materials

Required Textbooks

- Lemma, A (2016). *Introduction to the practice of psychoanalytic psychotherapy* (2nd Ed.). Malden, MA: Wiley.
- McWilliams, N. (2011). *Psychoanalytic diagnosis* (2nd Ed.). New York, NY: Guilford.
- McWilliams, N. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. New York, NY: Guilford.

Required Readings

- Briggs, S., Netuveli, G., Gould, N., Gkaravella, A. (2019). The effectiveness of psychoanalytic/psychodynamic psychotherapy for reducing suicide attempts and self-harm: Systematic review and meta-analysis. *The British Journal of Psychiatry*, 214(6), 320-328.
- Bruhn, A. (1992) The Early Memories Procedure: A Projective Test of Autobiographical Memory, Part 1, *Journal of Personality Assessment*, 58(1), 1-15.
- Bruhn, A. (1992) The Early Memories Procedure: A Projective Test of Autobiographical Memory, Part 2, *Journal of Personality Assessment*, 58(2), 326-346.
- Gerber, A., Kocsis, J. H., Milrod, B. L., Roose, S. P., & Barber, J. P. (2011). A quality-based review of randomized controlled trials of psychodynamic psychotherapy. *The American Journal of Psychiatry*, 168(1), 19-28.
- Huprich, S. K. (2011). Reclaiming the value of assessing unconscious and subjective psychological experience. *Journal of Personality Assessment*, 93(2), 151-160.
- Keefe, J., McMain, S., McCarthy, K., Zilcha-Mano, Z., Dinger, U., Sahin, Z., Graham, K., & Barber, J. (2019). A meta-analysis of psychodynamic treatments for borderline and cluster C personality disorders. *Personality Disorders: Theory, Research, and Treatment*, 5.
- Leuzinger-Bohleber, M., Hautzinger, M., Fiedler, G., Keller, W., Bahrke, U., Kallenbach, L., Kaufhold, J., Ernst, M., Negele, A., Schoett, M. Kuchenhoff, H., Gunther, F., Ruger, B., & Beutel, M. (2019). Outcome of psychoanalytic and cognitive-behavioral long-term therapy with chronically depressed patients: A controlled trial with preferential and randomized allocation. *The Canadian Journal of Psychiatry*, 64(1), 47-58.
- Lindfors, O., Knekt, P., Lehtonen, J., Virtala, E., Mäljanen, T., & Harkanen, T. (2019). Effectiveness of psychoanalysis and long-term psychodynamic psychotherapy on personality and social functioning 10 years after start of treatment. *Psychiatry Research*, 272, 774-783.
- McWilliams, N. (2011). The psychodynamic diagnostic manual: An effort to compensate for the limitations of descriptive psychiatric diagnosis. *Journal of Personality Assessment*, 93(2), 112-122.
- Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65(2), 98-109.
- Solms, M. & Turnbull, O.H. (2011). What is neuropsychanalysis? *Neuropsychanalysis*, 13(2), 115.
- Town, J., Abass, A., & Hardy, G. (2011). Short-term psychodynamic psychotherapy for personality disorders: A critical review of randomized controlled trials. *Journal of Personality Disorders*, 25(6), 723-740.

Course Requirements

Attendance and Participation. Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, and assume professionalism at all times. Unexcused absences, tardiness, lack of preparation/participation, inappropriate use of cell phones and computers not related to the course during class time, and/or inappropriate or unprofessional behavior affects scoring in this domain and may result in a reduction of the overall score for the course. Student attendance and participation will be one mechanism to measure students' understanding of the theoretical, empirical, and applied foundations of this course within the clinical practice of psychology. Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

Short essays/quizzes. Weekly short essay and/or multiple choice quizzes on assigned readings.

Project I. Self-administered and analyzed Early Memories Procedure. Specific requirements will be discussed in class.

Project II. 50-minute videotaped psychodynamic therapy session with a mock “client,” case critique, and presentation. Specific requirements will be covered in class and contained in a project handout.

Final Exam. Examination of psychodynamic constructs and their application to clinical work.

Guidelines for Students’ Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials. It is anticipated that in this course that students may experience a variety of emotional experiences and reactions to assignments, didactic lectures, and/or discussions of psychotherapy clinical case materials. Being in contact with one’s internal states and understanding one’s emotional reactions around contacts with clinical material is understood to be an integral part of one’s professional responsibility. Students are encouraged to share or discuss these experiences as appropriate and relevant to course material in the classroom. However, the self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. While appropriate self-disclosure is encouraged, such disclosure is voluntary. Requirements or pressure on the part of the instructor or fellow students on individuals to share such emotional experiences when they are unwilling to do so is not appropriate. In the event that affective reactions to the material presented in this course become overwhelming, students are encouraged to speak with the instructor, seek out sources of informal support, and/or, seek out formal support in the form of individual therapy.

Grading

Project/Assignment	Point Value (out of 100 pts)
Attendance and Participation	15 points
Short essays/quizzes	10 points
Project 1	25 points
Project 2	25 points
Final Exam	25 points

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 (\leq 69); Failed - No credit given

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for

accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSP Program

Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	1/12	Orientation to Course and Syllabus Review; Introduction to Freudian and Psychodynamic Theory; <i>Video: Sigmund Freud: Analysis of Mind</i>		
2	1/19	Freud's Parapraxes, Dreams, Structural Model	Parapraxes reading (Freud, 1966) Shedler article	
3	1/26	Freud's Developmental Theory Schools of Psychoanalysis	PP, Chs. 1 AL Ch. 1-2 Solms article	
4	2/2	Psychoanalytic Sensibility, the Analytic Setting, and Preparation	PP, Chs. 2-5 AL, Chs. 3-4 Huprich article	
5	2/9	The Early Memories Procedure	Bruhn articles, Parts 1 and 2	
6	2/16	Psychoanalytic/Psychodynamic Assessment and Formulation The Psychodynamic Diagnostic Manual	PP: Chs. 6-7 PD: Ch. 1 AL, Ch. 5 McWilliams article	
7	2/23	Psychoanalytic/Psychodynamic Constructs <i>Video: Psychoanalytic Therapy Video (APA Systems of Psychotherapy Video Series)</i>	AL: 6-9 Gerber et al. article	Project 1
8	3/2	Psychoanalytic Diagnosis	PD: Chs. 1-3 Keefe article	
9	3/9	Psychoanalytic Diagnosis	PD: Chs. 4-6 Leuzinger-Bohleber et al. article	
10	3/16	Psychoanalytic Diagnosis	PD: Chs. 7-8 Lindfors et al. article	
11	3/23	Psychoanalytic Diagnosis	PD: Chs. 9-10	Project 2

		Three Approaches to Psychotherapy Video		
12	3/30	Psychoanalytic Diagnosis Three Approaches to Psychotherapy Video	PD: Chs. 11-12	
13	4/6	Psychoanalytic Diagnosis	PD: Chs 13-15 Briggs article	
14	4/13	Project 2 Presentations	Town article	
15	4/20	Project 2 Presentations		
16	4/27	Short-term Psychodynamic Therapy and Final Exam		Final Exam

AL = Lemma, A (2016). *Introduction to the practice of psychoanalytic psychotherapy* (2nd Ed.). Malden, MA: Wiley.

PD = McWilliams, N. (2011). *Psychoanalytic diagnosis* (2nd Ed.). New York, NY: Guilford.

PP = McWilliams, N. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. New York, NY: Guilford.