



Chaminade
University
OF HONOLULU

**HAWAI`I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU**

Course Syllabus

Chaminade University Honolulu

3140 Wai`alae 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: School of Education and Behavioral Sciences
Term: Spring 2020
Course Credits: 3.0
Class Meeting Days: Tuesdays
Class Meeting Hours: 9:00 AM—12:00 PM

Instructor Name: Lawrie A. Ignacio, Psy.D.
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Office Location: N/A
Office Hours: By appointment

University Course Catalog Description

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

Course Overview

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:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. 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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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.

Learning Outcomes

By the end of our course:

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 Textbooks and Readings

- Gabbard, G. O. (2020). *Long-term psychodynamic psychotherapy: A basic text* (3rd Ed.). Washington, DC: American Psychiatric Publishing.
- Levenson, H. (2017). *Brief dynamic therapy* (2nd Ed.). Washington DC: American Psychological Association.
- McWilliams, N. (2011). *Psychoanalytic diagnosis* (2nd Ed.). New York, NY: Guilford Press.
- McWilliams, N. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. New York, NY: Guilford Press.

Required Evidence-Based/Treatment Efficacy 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.
- 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.

Grading

Course Requirements/Methods of Evaluation

Attendance and participation (Worth 25 points): 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. Two or more unexcused absences will require additional work and may result in loss of credit for the course. The qualification of what is or is not excusable remains at the instructor's discretion. 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.

Short papers/quizzes (5 total to be counted; Worth 20 points each): Based on assigned readings.

Project I (Worth 125 points): Self-administered and interpreted Early Memories Procedure. Specific requirements will be discussed in class.

Project II (Worth 150 points): 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 (Worth 100 points): In-class exam on psychodynamic constructs and their application to clinical work. Guidelines will be provided in class.

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.

Point Distribution

Attendance and Participation	25 points
Short Papers/Quizzes	100 points
Project I	125 points
Project II	150 points
<u>Final Exam</u>	<u>100 points</u>
Total Points	500 points

Grading Scale

Students will be graded according to total points earned:

Grade	Points Earned
A	437-500
B	392-436
C	302-409
D	200-301
F	<200

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 will take place 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 Counseling Center at (808) 735-4845 or email counselingcenter@chaminade.edu for further information.

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, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter 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 make arrangements to 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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 the 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 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 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 for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook at <https://studentaffairs.chaminade.edu/>

All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the *American Psychological Association, 7th Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 7th Edition for thesis and paper format.

Scholarly writing: 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 “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program: For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version). 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Schedule

**PP = McWilliams’ Psychoanalytic Psychotherapy; PD = McWilliams’ Psychoanalytic Diagnosis*

Tues	Topics and Assignments
1/7	Orientation to Course and Syllabus Review; Introduction to Freudian and Psychodynamic Theory; Video: Sigmund Freud: Analysis of Mind
1/14	Freud’s Parapraxes, Dreams, Structural Model <i>Readings for today:</i> -Parapraxes handout (Freud 1966) -Case History: Anna O. -McWilliams, PP, Ch. 1
1/21	Freud’s Developmental Theory Definition of Psychoanalytic/Psychodynamic Psychotherapy <i>Readings for today:</i> -McWilliams, PP, Chs. 2-3 -Gabbard, Ch. 1 -Shedler (2010), The efficacy of psychodynamic psychotherapy (article) -de Maat et al., The effectiveness of long-term psychoanalytic therapy (article)
1/28	Early Memories Procedure Psychoanalytic/Psychodynamic Assessment and Formulation <i>Readings for today:</i> -Bruhn, The Early Memories Procedure, Parts I & II (provided by instructor) -Huprich, Reclaiming the value of assessing unconscious and subjective psychological experience (article) -McWilliams, PP, Chs. 4-6
2/4	Psychoanalytic/Psychodynamic Assessment and Formulation <i>Readings for today:</i> -McWilliams, PP, Chs. 7-9 -Gabbard, Chs. 2-3 -McWilliams (2011), The Psychodynamic Diagnostic Manual (selected chapters)

2/11	<p>Psychoanalytic/Psychodynamic Assessment & Formulation Readings for today: -Gabbard, Chs. 4-6 -Briggs et al., The effectiveness of psychoanalytic-psychodynamic psychotherapy for reducing suicide attempts and self-harm(article) PROJECT I DUE</p>
2/18	<p>Psychoanalytic Diagnosis Readings for today: -McWilliams, PD, Chs. 1-4 -Gerber et al., A quality-based review of randomized controlled trials of psychodynamic psychotherapy (article)</p>
2/25	<p>Psychoanalytic Diagnosis Readings for today: -McWilliams, PD, Chs. 5-6 -Keefe et al., A meta-analysis of psychodynamic treatments for borderline and cluster C personality disorders (article)</p>
3/3	<p>Psychoanalytic Diagnosis Readings for today: -McWilliams, PD, Chs. 7-8 -Leuzinger-Bohleber et al., Outcome of psychoanalytic and cognitive-behavioral long-term therapy with chronically depressed clients (article) Video: Three Approaches to Psychotherapy: A New Generation</p>
3/10	<p>Psychoanalytic Diagnosis Readings for today: -McWilliams, PD, Chs. 9-10 -Lindfors et al., Effectiveness of psychoanalysis and long-term psychodynamic psychotherapy on personality and social functioning 10 years after start of treatment (article) Video: Three Approaches to Psychotherapy: A New Generation</p>
3/17	<p>Psychoanalytic/Psychodynamic Treatment Reading for today: -Gabbard, Chs. 7-9 -McWilliams, PD, Chs. 11-13 Video: Three Approaches to Psychotherapy: A New Generation</p>
3/24	<p>Psychoanalytic/Psychodynamic Treatment Readings for today: -McWilliams, PD, Chs. 14-15 PROJECT II DUE</p>
3/31	<p>Short-term Psychodynamic Treatment Models Readings for today: -Levenson, Chs. 1-3 PROJECT II PRESENTATIONS</p>

4/7	Short-term Psychodynamic Treatment Models and Neuropsychanalysis <i>Readings for today:</i> -Levenson, Chs. 4-6 -Solms & Turnbull, What is neuropsychanalysis? (article) -The second coming of Sigmund Freud (Discover magazine article) PROJECT II PRESENTATIONS
4/14	PROJECT II PRESENTATIONS
4/21	FINAL EXAM