



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

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

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8030-01-7

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 2023

Course Credits: 03

Class Meeting Days: Tuesdays

Class Meeting Hours: 8:45am-11:45am

Class Location: Behavioral Sciences Building, rm 101

Instructor Name: Kathryn M. Chun, PhD

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Phone: 808.739.7425

Office Location: Behavioral Sciences Building, rm 103

Office Hours: Tuesdays 1-4; Thursday 1-4; other times available 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. It utilizes didactic and applied approaches intended to give students a firm grounding in psychoanalytic and psychodynamic 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'ohe 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 American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.

3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate 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. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of 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 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 examination. (Competency 2 & 8)
3. 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)
4. 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 plays, class activities, and video assignments. (Competency 2 & 8)
5. 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.). Wiley.

McWilliams, N. (2011). *Psychoanalytic diagnosis* (2nd ed.). Guilford Press.

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

Required Readings

Ahn, L.H., & Kivlighan, D.M., Jr. (2022). Working alliance, therapist expressive skills, and client outcome in psychodynamic therapy. *Journal of Counseling Psychology*, 69(1), 74-84.
<https://doi.org/10.1037/cou0000489>

Briggs, S., Netuveli, G., Gould, N., Gkaravella, A., Gluckman, N.S., Kangogyere, P., Farr, R., Goldblatt, M.J., & Lindner, R. (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. <https://doi.org/10.1192/bjp.2019.33>
- Bruhn, A. (1992). The Early Memories Procedure: A projective test of autobiographical memory, part 1. *Journal of Personality Assessment*, 58(1), 1-15. https://doi.org/10.1207/s15327752jpa5801_1
- Bruhn, A. (1992). The Early Memories Procedure: A projective test of autobiographical memory, part 2. *Journal of Personality Assessment*, 58(2), 326-346. https://doi.org/10.1207/s15327752jpa5802_11
- 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. <http://dx.doi.org/10.1176/appi.ajp.2010.08060843>
- Halstensen, K., Gjestad, R., Wampold, B., Engedal, L. G., Stålsett, G., & Granqvist, P. (2022, November 28). Addressing Patients' Relationships With God in Psychotherapy: Exploring Psychodynamic Therapy, Depressive Symptoms, and Attachment to God. *Spirituality in Clinical Practice*. Advance online publication. <https://dx.doi.org/10.1037/scp0000309>
- Huprich, S. K. (2011). Reclaiming the value of assessing unconscious and subjective psychological experience. *Journal of Personality Assessment*, 93(2), 151-160. <http://dx.doi.org/10.1080/00223891.2010.542531>
- Malkomsen, A., Rossberg, J., Dammen, T., Wilberg, T., Lovgren, A., Ulberg, R., & Evensen, J. (2022). How therapists in cognitive behavioral and psychodynamic therapy reflect upon the use of metaphors in therapy: A qualitative study. *BMC Psychiatry*, 22. <https://dx.doi.org/10.1186/s12888-022-04083-y>
- Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65(2), 98-109. <http://dx.doi.org/10.1037/a0018378>
- Solms, M. & Turnbull, O.H. (2011). What is neuropsychoanalysis? *Neuropsychoanalysis*, 13(2), 133-145. <http://dx.doi.org/10.1080/15294145.2011.10773670>

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 mobile 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 (excused or 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 reflections/quizzes. (5 total to be counted.) Based on assigned readings.

Project 1. Administration and Interpretation of an Abbreviated Early Memories Procedure. Students will self-administer the EMP, conduct interpret the results, and write a summary and synthesizing narrative. Specific requirements will be provided and discussed in class.

Project 2. Psychodynamic Case Formulation and Self-Inquiry. Students will conduct a 50-minute video recorded psychodynamic therapy interview session of a community (non-family) member, render a case conceptualization and critique, and present their findings to the class. Specific requirements will be provided and discussed in class.

Final Exam. In-class exam on psychodynamic constructs and their application to clinical work. Guidelines will be provided in class.

Grading

Project/Assignment	Point Value
Attendance and Participation	10
Short reflections/Quizzes	15
Project 1	25
Project 2	25
Final Exam	25
Total	100

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.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

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

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

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. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	1/10	-Introduction to Course & Syllabus Review -Introduction to Freudian & Psychodynamic Theory -Videos on Sigmund Freud		
2	1/17	-Freud's Parapraxes, Dreams, Structural Model	L: Introduction	
3	1/24	-Freud's Developmental Theory -Definition of Psychoanalytic/ Psychodynamic Psychotherapy	L: Ch. 1 Shedler (2010) article	
4	1/31	-The Process of Change and The Analytic Approach -Assessment and Formulation: The Clinical Interview and the Early Memories Procedure	L: Ch. 2-3 T&T: Ch. 1-2	
5	2/7	-Assessment and Formulation Continued	Bruhn (1992) The Early Memories Procedure, Parts 1 & 2	
6	2/14	-Assessment and Formulation Continued	L: Ch. 4-6 Huprich (2011) article Ahn & Kivlighan (2022)	

7	2/21	-Psychoanalytic Diagnosis and Treatment	M: Ch. 1-4 Gerber et al. (2011) article	
8	2/28	-Psychoanalytic Diagnosis and Treatment	L: Ch. 7-8 M: Ch. 5-6	PROJECT 1 DUE
9	3/7	-Psychoanalytic Diagnosis and Treatment Video: <i>Three Approaches to Psychotherapy</i> -Interpersonal Process	M: Ch. 7-8 T&T: Ch. 3-5	
10	3/14	-Psychoanalytic Diagnosis and Treatment Video: <i>Three Approaches to Psychotherapy</i> -Interpersonal Process	M: Ch. 9-10 T&T: Ch. 6-8	
11	3/21	-Psychoanalytic Diagnosis and Treatment Video: <i>Three Approaches to Psychotherapy</i> -Interpersonal Process	M: Ch. 11-12 Malkomsen et al. (2022) Halstensen et al. (2022)	
12	3/28	-Psychoanalytic Diagnosis and Treatment -Interpersonal Process	M: Ch. 13-14 T&T: Ch. 9	
13	4/4	-Unfinished Business -Neuropsychanalysis	M: Ch. 15 Briggs et al. (2019) article Solms & Turnbull (2011) article	
14	4/11	Project 2 Presentations -Termination	L: Ch. 9 T&T: 10	PROJECT 2 DUE
15	4/18	Project 2 Presentations		
16	4/25	Final Exam		Course Evaluation Due

L = Lemma, A. (2016). *Introduction to the practice of psychoanalytic psychotherapy* (2nd ed.). Wiley.

M = McWilliams, N. (2011). *Psychoanalytic diagnosis* (2nd ed.). Guilford Press.

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