"Everything that we see is a shadow cast by that which we do not see."

Dr. Martin Luther King, Jr.

Professor: Jennifer I. Durham, Psy.D. – jdurham@gsapp.rutgers.edu

COURSE DESCRIPTION:

This course will address theorists and concepts within the psychoanalytic theoretical school. Emphasis will be placed on helping students develop a psychoanalytic sensibility and familiarity with the various generations of psychodynamic/analytic theories and concepts. The significance of various analytic ideas will be examined in addition to the use of formulation as a guide for intervention. The full range of analytic interventions still currently in use and theories about their corresponding modes of therapeutic action will be explored. The use of psychodynamic/analytic conceptualization within socio-cultural contexts in school and community settings will also be emphasized.

LEARNING OBJECTIVES:

At the conclusion of this course, the student will be able to:

1. Identify three significant schools of psychoanalytic theory.
2. Identify evidenced based psychoanalytic approaches to the practice of psychology.
3. Define three fundamental features of Freudian conflict theory.
4. Describe compromise formations and ego defense mechanisms.
5. Articulate three fundamental features of the object relations theory of the mind.
6. Describe two forms of insecure attachment.
8. Describe three key aspects of identity development and social justice work with diverse populations from a psychoanalytic perspective.
9. Conceptualize school and community based interventions from a psychoanalytic lens.
10. Ethically conceptualize a case from a psychoanalytic perspective.

**PROFESSION-WIDE COMPETENCIES & DISCIPLINE-SPECIFIC KNOWLEDGE:**

**School Psychology Profession-Wide Competency (SP-PWC) Elements**

2.1 Demonstrates knowledge of and adherence to APA Ethical Principles, Code of Conduct and relevant laws, professional standards and guidelines governing psychological practice. (Objectives 2, 13: Assignment 1)

3.1: Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves. (Objective 11)

3.2: Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles. (Objectives 1 and 12)

3.3: Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services. (Objective 11)

7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. (Objectives 2 and 12)

7.3: Applies relevant literature and empirically-based principles to clinical decision making. (Objective 2)

7.4: Modifies evidence-based approaches effectively when empirical data is lacking for a particular population, problem, or context. Objective 12)

**DISCIPLINE SPECIFIC KNOWLEDGE, (DSK)**

*Affective Aspects of Behavior,* including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category. (Classes 5.6, and 8)
Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category. (Classes 2 and 5)

Developmental Aspects of Behavior, including transitions, growth, and development across an individual’s life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient. (Classes 7 and 8)

Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category. Classes 3, 7, and 8)

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). (Classes 2, 9, and 10)

ASSIGNMENTS:

The reading expectation for this course is heavy. You are expected to have read all assigned readings prior to class with some degree of understanding. You may want to come to class with two to three bucket points for each article or chapter assigned. As with many graduate courses, we may not cover all of the reading during class time, however, you are still responsible for that material. Similarly, we may cover information in class that is not covered in your readings. The readings will be heaviest during the beginning of the class and move to moderate when assignments are due.

1. Original Source Critique Due March 6, 2023
The critique should be between 10 and 15 pages in length on a book selected from the designated list in this syllabus. After reading the book, students are encouraged to meet with Dr. Durham to discuss sources for comparative commentary. It should be accompanied by an oral presentation. APA format is required. It should address:
   - Key assertions of the text
   - Socio-cultural factors that may have shaped the key assertions
   - Critique of key assertions with additional sources to support arguments
   - Examination of Ethics
   - Utility of assertions in addressing a challenge/challenges in current psychology practice


2. **Case Conceptualization**: Due March 27, 2023
To give you opportunity to apply material from the class and the readings, you are required to conceptualize a case based on a student at your practicum. The case conceptualization must be based on a theoretical model and evidence based practices discussed in class and in your readings. An outline will be provided

**ASSESSMENT OF LEARNING OBJECTIVES:**

**Grading Criteria:**

Original Source Critique: 25%
Case Conceptualization: 75%

**TEXTS:**


**ARTICLES:**


**CLASSROOM CULTURE:**

**Collaboration and Safety:**
Part of class membership involves assuming responsibility for making the class “work.” This includes making a safe environment for others to speak without fear of criticism. Differences among group members will sometimes occur. However, learning to work collaboratively, especially in groups.

**Statement on Disabilities:**
Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.
Statement on Academic Integrity
The University’s academic integrity policy, to which this class will adhere, can be reviewed at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Names and Pronouns:
Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity:
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Technological Devices:
Although multitasking is an important part of our everyday lives, monotasking is the goal for this class. The use of any technological devices (i.e., phones, laptops, tablets) during class is limited to educational materials for the group to view as a whole. Otherwise, the individual use of phones, laptops, etc. excludes other class members and is inconsistent with the purpose of class inhibits establishing a safe forum. Phones should be put away and all laptops, iPads, etc. closed during group — unless the class is discussing an article or viewing a video. If a student is experiencing a personal/family situation/emergency, please let the professor know that you may need to step out of the classroom in order to receive/make a call.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 23, 2023</td>
<td><em>Psychoanalysis, Culture and Society</em></td>
<td>Recommended Tate</td>
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<td>January 30, 2023</td>
<td><em>Psychoanalytic Theory and Science</em></td>
<td><strong>Required</strong> Shedler&lt;br&gt;<strong>Recommended</strong> Horvath, A. O., &amp; Luborsky Leichsenring, 2005</td>
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<td>February 6, 2023</td>
<td><em>Classical Theory and Expelled Disciples</em></td>
<td><strong>Required</strong> Mitchell and Black, Chapter 1&lt;br&gt;Charles Chapter 2</td>
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<td>February 13, 2023</td>
<td><em>Ego and Self</em></td>
<td><strong>Required</strong> Mitchell and Black, 2 and 6&lt;br&gt;<strong>Recommended</strong> Klein&lt;br&gt;Kohut</td>
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<td>February 20, 2023</td>
<td><em>Attachment</em></td>
<td><strong>Required</strong> Brumariu&lt;br&gt;Bateman and Fonegay&lt;br&gt;Schore and Schore Suomi&lt;br&gt;<strong>Recommended</strong> Fonagy, P., Gergely, G., &amp; Target&lt;br&gt;Holmes Mulcinicer et al&lt;br&gt;Malda-Castillo et al&lt;br&gt;Weinberg</td>
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<td>February 27, 2023</td>
<td><em>Object Relations</em></td>
<td><strong>Required</strong> Mitchell and Black, 4 and 5&lt;br&gt;Charles, 4 and 5&lt;br&gt;<strong>Recommended</strong> Klein&lt;br&gt;Winnicott</td>
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<td>March 6, 2023</td>
<td><em>Identity and Social Justice</em></td>
<td><strong>Required</strong> Frosh&lt;br&gt;Gatzambide&lt;br&gt;<strong>Recommended</strong> Riggs</td>
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<td>March 20, 2023</td>
<td><em>Ethical Case Conceptualization</em></td>
<td><strong>Required</strong> Summers&lt;br&gt;Durham</td>
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<td>March 27, 2023</td>
<td><em>Schools, Society, and Social Justice</em></td>
<td><strong>Required</strong> Twemlow and Fonegay</td>
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<td>April 3, 2023</td>
<td><em>Interpersonal and Relational Approaches</em></td>
<td><strong>Required</strong> Charles. 9 and 10&lt;br&gt;Mills</td>
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