

**Ferkauf Graduate School of Psychology, Yeshiva University**  
**Psychodynamic Theory and Practice with Children and Families Psychotherapy I**  
PSS 6118, Wednesdays 10am-12pm, Fall 2018  
3 credits (2.5 hours of class + externship)

**Professor:** Dr. Tracy Prout

**Office Hours:** Thursdays 10 am - noon  
and by appointment & phone

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**Required Text:**

- Mitchell, S. A, & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York, NY: Basic Books.
- Additional readings available on Canvas, PsycInfo, and PEP Web

**Course Description:**

This course will further develop your understanding of psychodynamic psychotherapy with children and families, including the historical and theoretical foundation for this type of work. Core principles of psychodynamic psychotherapy will be covered in order to prepare students for the second half of the course, which will emphasize psychodynamic psychotherapy practice with children, adolescents, and families. Students will also be introduced to the empirical support for certain types of psychodynamic psychotherapy and will consider the complexity of pursuing a research agenda for constructs that are not directly observable. Emphasis will be on developing a psychodynamic perspective and an appreciation for the importance of theoretical integration.

**Course Goals, Objectives, Process, and Measurement of Objectives:**

Goal	Objective	Process	Competence	Measurement
I. Develop the requisite knowledge in the core area of psychodynamic theory with an emphasis on children and families	To be familiar with Freudian, object relations, neo-Freudian, self-psychological, and relational theories of psychodynamic therapy.	Lecture, discussion, case examples, reading, case conference	To appropriately generalize the theoretical underpinnings of psychodynamic theory to different models of psychopathology and understand treatment approaches	Thought questions, participation in case conference, class participation, and exam
II. To become familiar with elements of psychodynamic and psychoanalytic treatment approaches, therapeutic goals, and techniques.	To have familiarity with common psychodynamic elements such as transference, countertransference, play therapy, supportive-expressive skills	Lecture, discussion, reading, video examples, role-plays	To be able to recognize these elements, identify their appropriate application, and explain their utility in treatment.	Thought questions, in-class discussions, class participation, and exams
III. To be knowledgeable about the definitions of and rationale for empirically supported treatments,	To gain a critical understanding of rationale for developing evidence based treatments and	Lecture, discussion, reading	To be research-minded consumers and providers of clinical practices; to begin to explore	Thought questions, in-class discussions, class

and to become familiar with psychotherapy research methodology for children and adolescents	be able to evaluate the strengths and weaknesses of current evidence for psychodynamic psychotherapies.		research methodology as it pertains to psychodynamic and other therapeutic approaches.	participation, and exams
IV. Enhance sensitivity and ability to incorporate cultural, racial, and individual diversity into practice	To increase empathy for individuals who differ from the student in many ways (e.g. race, ethnicity, ability, religion, sexual orientation, gender, age, and so on)	Lecture, discussion, readings, clinical examples	To be culturally competent clinicians; to be able to reflect appropriately on forms of bias that are often unseen; to increase ability to address cultural diversity in session	Thought questions, in-class discussions, class participation, case conference, and exams

### **Methods of Evaluation**

**Class Participation/Attendance (50 points):** Regular class participation is REQUIRED in order to receive an A in this course. This includes asking and answering thoughtful and relevant questions and engaging in class discussions. I will base my evaluation of your performance on how engaged and attentive you are and how much you actively contribute. Students should make every effort to attend each class. Students will be permitted two absences. A third absence will result in a 10-point deduction in attendance/participation. This policy may be adjusted in rare circumstances and at the discretion of the instructor. I take attendance at the beginning of class. If you are not present, you will be marked absent unless you speak to me after class. Please contact me in advance if you will not be able to attend class (by email).

**Reflections/Thought Questions (100 points total, 20 points each):** You are expected to keep up with (or ahead of) the reading for this course. In order to assess the degree to which you are completing, absorbing, and critiquing the assigned readings, you will prepare a brief set of thought questions for five of our class meetings. Your reflections and questions should be submitted on Canvas and should tie together themes from the readings and discuss them in relation to your current clinical or school placement (externship). In order to receive full credit, you should discuss/mention all of the readings assigned for that week. Partial credit will be given for responses that do not incorporate all of the readings. Your responses should be edited for grammar, sentence structure, clarity, etc.

**Case Conference (50 points):** During the last week of the course we will have a joint case conference on Jessica, whose life is detailed in the book *Random Family*. Groups of students (3-5 in a group) will choose different psychodynamic perspectives and will be expected to make a case presentation from their assigned viewpoint. In a traditional psychodynamic case conference there are clinicians of varying perspectives and a respectful dialogue often emerges about the content and process of the case. The purpose of this in-class case conference is to give you the opportunity to practice taking a specific (and narrow) perspective.

**Exam (100 points):** The final exam will be a combination of multiple choice, matching, true-false, and short answer (i.e. one paragraph) questions. The purpose of this type of assessment is to gently prepare you for the licensing exam. You will have ample opportunity to be graded on your writing abilities throughout your graduate education. In addition to this, more subjective, form of assessment I believe it is important to have an objective assessment tool. The exam will have approximately 50 questions.

## Grading Method

This is a graduate course, which means I want you to learn and develop your critical thinking during these classes rather than worry about your exact grades. If I think you might get less than a B in my class I will reach out to you. If I do not reach out to you individually, that means I am not worried about your grades. That said, I strive to be upfront and direct with my grading strategy. You can determine your grade by adding up the points you have earned so far and dividing by the number of points you *could* have earned thus far. Grades are earned as follows:

A	93-100	B+	88-89.9	C+	78-79.9	D+	68-69.9
A-	90-92.9	B	83-87.9	C	73-77.9	D	60-67.9
		B-	80-82.9	C-	70-72.9	F	59.9 & below

Grading Structure	
Class Participation/Attendance	____/50 pts
Thought Questions	____/100 pts
Case Conference – Oral Presentation	____/50 pts
Final Exam	____/100 pts
Total ____/300 pts	

## Academic Integrity and Ethical and Professional Standards in Graduate Study

The submission by a student of any examination, course assignment, or degree requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary will result in penalties that may include failure in the course, disciplinary dismissal, or such other penalties as are deemed proper.

Graduate study requires excellence of intellect. Graduate students are expected to show seriousness and intellectual dedication, respect for the views and convictions of others, concern for the impact of advanced knowledge on society at large, regard for instructors, fellow students, and the School as a whole and, above all, adherence to the highest ethical and moral standards in their personal and professional lives.

Maintenance of good standing while a student at Ferkauf is, in part, dependent on developing and maintaining standards of ethical and professional conduct. The American Psychological Association and the National Association of School Psychologists have specified ethical and professional standards regarding the practice of psychology. Students are expected to adhere to such standards. No student may engage in the private practice of psychological assessment or any form of psychotherapy. Failure to observe the professional practice code will lead to dismissal from the school. Students should consult their advisers regarding outside employment.

## Additional Course Policies

The BEST way to reach me is by email.

Please contact me immediately if you are having difficulty in the course. I am here to help you be successful; however, you must take responsibility for your performance by contacting me and utilizing the resources available to you.

I come to class ready to teach and learn from each of you. I do my best to give you my undivided attention and I expect the same in return.

- Before entering the classroom I expect you to turn off your cell phone ringer completely. **Do not text in my class** – it is distracting for you, for me and for your fellow students. Do not leave your phone on vibrate. Turn off all alarms set on your phone.
- Inappropriate use of computers and mobile electronic devices in the classroom can distract fellow students and limit classroom participation and learning. Per program policy, each faculty member can dictate limits on the use of computers and electronic devices in their classroom except in the case of approved student accommodations. Some faculty may choose to ban technology entirely, while others may choose to prohibit technology during specific learning activities (e.g., computers are permitted during lecture, but not during discussion). My policy is as follows:
  - **Use your computer appropriately and we will not have a problem.** Use it inappropriately (Facebook, other social media platforms, text messaging, instant messaging, shopping, etc.) and we will have a problem. If I find that a student is using their computer or other electronic devices during class for purposes other than those connected to the class material or when prohibited by the professor, you will lose half a grade. If it occurs a second time you will lose an additional half grade. Should it happen a third time, you will fail this class. In addition, I reserve the right to eliminate a student's freedom to use computers and electronic devices at any time due in order to protect the learning environment.

Now is the time to establish a strong record of authenticity, reliability, and the highest standards of personal and professional excellence.

**Accommodations for students with disabilities:**

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations should register with the Office of Disability Services (<http://yu.edu/Student-Life/Resources-and-Services/Disability-Services/>), during the first week of class. Once you have been approved for accommodations, please contact the Program Director to ensure the successful implementation of those accommodations. Please discuss your approved accommodations with each faculty member within the first two weeks of the beginning of classes each semester. The request form for reasonable accommodations can be found in Appendix Q of the Program Handbook and can be accessed through the Dean’s Office.

Students with disabilities may require additional time for taking tests and completing work in class. Unless efficiency or speed is the essential skill that is being assessed, students may be allowed additional time for all exams, in-class quizzes, in-class writing assignments and labs. Based on the approved documentation, extended time is typically approved for one and one half or twice the allotted time. Extended time ensures that a student’s performance is reflective of his/her mastery of material rather than the speed at which a student performs. If you have any questions or concerns about the implementation of your accommodations, please contact your Program Director as soon as possible.

**Schedule:**

Date	Topic	Readings
Week 1 8/22	Introduction & Course Overview	Shedler, J. (2018). Where is the evidence for “evidence-based” therapy? <i>The Journal of Psychological Therapies in Primary Care, 41</i> , 319-329.  Abbass, A., Luyten, P., Steinert, C., & Leichsenring, F. (2017). Bias toward psychodynamic therapy: Framing the problem and working toward a solution. <i>Journal of Psychiatric Practice, 23</i> (5), 361-365.  Additional recommended reading: Burkeman, O. (2016, Jan 7). Therapy wars: The revenge of Freud. <i>The Guardian</i> . <a href="http://tinyurl.com/hsa9ef8">http://tinyurl.com/hsa9ef8</a>

Week 2 8/29	Empirical Support for Psychodynamic Psychotherapy	<p>Midgley, N., O’Keeffe, S., French, L., &amp; Kennedy, E. (2017). Psychodynamic psychotherapy for children and adolescents: an updated narrative review of the evidence base. <i>Journal of Child Psychotherapy</i>, 1-23.</p> <p>Goodyer, I. M., Reynolds, S., Barrett, B., Byford, S., Dubicka, B., Hill, J., ... &amp; Senior, R. (2017). Cognitive behavioural therapy and short-term psychoanalytical psychotherapy versus a brief psychosocial intervention in adolescents with unipolar major depressive disorder (IMPACT): A multicentre, pragmatic, observer-blind, randomised controlled superiority trial. <i>The Lancet Psychiatry</i>, 4(2), 109-119.</p>
Week 3 9/5	Transference/Countertransference	<p>Tishby, O. &amp; Vered, M. (2011). Countertransference in the treatment of adolescents and its manifestation in the therapist-patient relationship, <i>Psychotherapy Research</i>, 21(6), 621-630, DOI: 10.1080/10503307.2011.598579</p> <p>Faber, L. J. &amp; Prout, T. A. (2015). Cry, baby, cry. <i>Journal of Infant, Child, and Adolescent Psychotherapy</i>, 14(4), 455-467. doi: 10.1080/15289168.2015.1094328</p>
Week 4 9/12	Transference/Countertransference	<p>Messina, I., Solina, C., Arduin, A., Frangioni, V., Sambin, M., &amp; Gelso, C. (2018). Origins of Countertransference and Core Conflictual Relationship Theme of a Psychotherapist in Training as Emerging in Clinical Supervision. <i>Psychotherapy</i>. Advance online publication.</p> <p>Yalom, I. D. (2012). The fat lady. In <i>Love's executioner: And other tales of psychotherapy</i> (pp. 93-125). New York, NY: Basic Books.</p> <p>Bonovitz, C. (2009). Countertransference in child psychoanalytic psychotherapy: The emergence of the analyst’s childhood. <i>Psychoanalytic Psychology</i>, 26(3), 235-245.</p>
9/19	<b>NO CLASS – Yom Kippur</b>	
Week 5 9/26	What Does Psychodynamic Psychotherapy Look Like?	<p>Gershby, N. (2017). Psychodynamic case formulation: A roadmap to protocol adaptation in CBT. <i>Psychoanalytic Psychology</i>, 34(4), 478-487.</p> <p>Halfon, S., Bekar, O., &amp; Gürleyen, B. (2017). An empirical analysis of mental state talk and affect regulation in two single-cases of psychodynamic child therapy. <i>Psychotherapy</i>, 54(2), 207.</p> <p>Shapiro, B. (2003). Building bridges between body and mind: The analysis of an adolescent with paralyzing chronic pain. <i>The International Journal of Psychoanalysis</i>, 84(3), 547-561.</p>



Week 10 11/7	Self-Psychology	<p>Mitchell &amp; Black – Chapter 6</p> <p>Eldridge, A., &amp; Schmidt, E. (1990). The capacity to parent: A self-psychological approach to parent-child psychotherapy. <i>Clinical Social Work Journal</i>, 18(4), 339-351.</p> <p>Optional: Baker, H. S., &amp; Baker, M. N. (1987). Heinz Kohut's self-psychology: An overview. <i>American Journal of Psychiatry</i>, 144(1), 1-9.</p>
Week 11 11/14	Interpersonal & Relational Theories	<p>Mitchell &amp; Black – Chapter 3</p> <p>Altman, N., Briggs, R., Frankel, J., Gensler, D., &amp; Pantone, P. (2002). <i>Relational child psychotherapy</i>. New York, NY US: Other Press. (Chapter 1, pp. 1-29)</p> <p>Gaines, R. (2003). Therapist self-disclosure with children, adolescents, and their parents. <i>Journal of Clinical Psychology</i>, 59(5), 569-580.</p>
11/21	<b>NO CLASS – Thanksgiving Break</b>	
Week 12 11/28	Neuroscience Perspectives	<p>Music, G. (2009). Neuroscience and child psychotherapy. In Lanyado, M., &amp; Horne, A. (Eds.). <i>The handbook of child and adolescent psychotherapy: Psychoanalytic approaches</i> (51-72). New York, NY: Routledge.</p> <p>Review briefly (I will cover in detail in class): Kim, S., Fonagy, P., Allen, J., &amp; Strathearn, L. (2014). Mothers' unresolved trauma blunts amygdala response to infant distress. <i>Social Neuroscience</i>, 9(4), 352-363.</p>
Week 13 12/5	Mentalization & Reflective Functioning Approaches	<p>Midgley, N., Ensink, K., Lindqvist, K. Malberg, N., &amp; Muller, N. (2017). The development of mentalizing. In <i>Mentalization-based treatment for children: A time-limited approach</i>, (pp. 15-37). Washington, DC, US: American Psychological Association.</p> <p>Keaveny, E., Midgley, N., Asen, E., Bevington, D., &amp; Wood, S. (2012). Minding the family mind. <i>Minding the child Mentalization-based interventions with children, young people and their families</i>, 98, 112.</p>
Week 14 12/12	Final Exam	
Week 15 12/29	Case Conference	

Class Participation Rubric (50 points)

<b>Criteria</b>	<b>Always (5)</b>	<b>Often (4)</b>	<b>Sometimes (3)</b>	<b>Rarely (2)</b>	<b>Never (1)</b>
Attends all scheduled lectures with no more than two absences (w/ professor notified by email ahead of time)					
Arrives on time					
Prepared with required readings completed					
Actively engages in class discussion					
Participation includes interpretation and analysis					
Respectful of peers and professor (e.g. does not engage in side conversations when others are speaking)					
Demonstrates active listening					
Uses technology appropriately					
Receptive to feedback from professor and peers					
Participation advances and adds positively to the group dynamic					

Case Conference Grading Rubric (50 points)

<b>Criteria</b>	<b>1-10</b>
Quality of conceptualization (comprehensive and accurate)	
Clarity of thought (e.g. convey complex ideas clearly)	
Quality of slides (you are responsible for the slides you present)	
Time management (e.g. do you use appropriate time and respect your group members' time?)	
Speaking style (e.g. tone, volume, pace, eye contact, enunciation)	