

Toronto Centre For Psychotherapy and Counselling Education
TCP 5102 Psychodynamic Psychotherapy
WINTER Session - Year 1
Mondays, 9:00 am – 12:00 pm
Instructor: TBC

COURSE DESCRIPTION

This one-semester, graduate level course (36 academic course credit hours) teaches the student basic theory, concepts and skills in Psychodynamic therapies that prepare students to work with clients. Priority is given to the safe and effective use of self, confidentiality, self-care and client-care within the therapeutic relationship. Students gain an awareness of their transference and counter-transference issues through an ethical, clinical and theoretically integrated therapeutic framework. This course will be of interest to students preparing for certification in the College of Registered Psychotherapists of Ontario.

COURSE FORMAT

The class will meet weekly on Monday mornings from 9:00 am to 11:50 am. The course format will consist of the following: theory presentations and lectures, skills development, discussions of readings and theory scenarios.

COURSE OUTCOMES

This graduate level course teaches basic psychodynamic psychotherapeutic concepts and skills to students who are preparing to work with clients. Student will learn to integrate theory into practice through lectures, discussions, interventions, case studies, book reflections and research assignments. The safe and effective use of self (SEUS) is highlighted, as is the care and well-being of the client in a therapeutic relationship. In addition, all students are expected to develop awareness of the following in relation to their practice.

- Become knowledgeable of the CRPO Entry-to-Practice Competencies (class #1)
- Respect professional responsibility, ethical decision-making and confidentiality (class #2)
- Respect collegial, interprofessional and supervisory relationships (class #3)
- Gain an understanding of the basic concepts of Self-Psychology (class #4)
- Develop an awareness of a healthy therapeutic alliance with clients (classes #5 and #8)
- Understand the influence of humanistic psychology (class #6)
- Understand the influence of experiential psychodynamic therapies (class #7)
- Develop awareness and skills necessary to repair empathic breaks in a psychodynamic framework (class #8)
- Understand the theory and process of Imago Relationship Therapy (classes #9 and #10)
- Demonstrate an understanding of inter-subjectivity and cultivating a non-anxious presence (class #11)
- Demonstrate an understanding of the relational perspectives in psychotherapy (class #12)

RELATIONSHIP TO CURRICULUM

This is a required course for students pursuing a Certificate in Psychotherapy from the Toronto Centre for Psychotherapy and Counselling Education (TCPCE).

PREREQUISITES

The pre-requisite for this course is, “Foundations in Psychotherapy” (or an equivalent foundational course in psychotherapy as determined by an entrance interview).

REQUIRED READING

Buirski, P., & Hagland, P. (2001). *Making sense together: The intersubjective approach to psychotherapy*. Northvale, New Jersey, London: Jason Aronson Inc.

Laseem, P.A. (2005). *Self-psychology: An introduction*. New York: Jason Aronson.

DeYoung, P. A. (2014). *Relational psychotherapy: A primer*. Routledge.

Olthuis, J. (2006). *The beautiful risk: A new psychology of loving and being loved*. Wipf and Stock Publishers.

ASSIGNMENTS

Assignment #1 (30%) DUE: Class 7

This assignment involves a 6 to 8-page paper with references cited that explores the self-psychological concepts of mirroring, idealization, and twin-ship that have shaped the student’s personal development. The student is asked to reflect on and integrate in the paper their personal experience of met and unmet needs and the quality of their relationships with significant persons in their life in relation to possible transference and counter-transference issues that may enhance or interfere with their psychotherapeutic relationship with clients?

Assignment #2 (30%) DUE: Class 10

This assignment involves an 8-page academic paper with references cited, on the relevance and effectiveness (including strengths and counter-indications) of one of the following therapies: relational self psychology, Rogerian humanistic psychology, Imago relational therapy or intersubjectivity.

Class Presentation (30%)

Students are required to present a theory lesson in class on one of the theories of the week. A one-page class handout listing the key points of the presentation is also required. Assessment is based on the student’s ability to communicate clearly in verbal and written formats. The topics of the week will be assigned on the first day of class.

Class participation and attendance (10%)

Class participation, intentional listening and attendance are central components of this course. Students must attend a minimum of 10 classes each semester to pass this course.

ASSIGNMENT STYLE GUIDE

APA Style Guide, 6th Edition.

LATE SUBMISSIONS / EXTENSIONS

Students are expected to submit assignments on their due dates. If a student is unable to meet an assignment deadline, they are required to request an extension from the instructor prior to the assignment due date. Extensions granted by the instructor will be no more than 1- 2 weeks

GRADING

A+	(90-100)	B+	(77-79)
A	(85-89)	B	(73-76)
A-	(80-84)	B-	(70-72)
		Failure	

CONFIDENTIALITY AGREEMENT

Early in the course, the issues related to confidentiality will be discussed. Students will agree that they will not discuss any confidential or identifying information shared in class with others. Once this confidentiality agreement is discussed in class and verbally agreed to by the student, it will be understood that the student will comply with this agreement. Failure to comply will be considered ethical misconduct and will result in an incomplete grade for the course.

ACADEMIC INTEGRITY AND POLICIES

Unless otherwise stated, the course follows established policies with respect to academic integrity and misconduct. The student is required to know these guidelines. Students are cautioned that in addition to a failure in the course, a student may be suspended or expelled from the program for cheating and the offence may appear on one's transcript.

Plagiarism. Students submitting written material in courses are expected to provide full citation of sources of both words and ideas. Direct quotations should be placed within quotation marks or indented as per the APA Style Guide. Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic and professional ethics.

COURSE SCHEDULE

Class 1:

Foundations of Psychodynamic Therapies and CRPO Competencies – An Overview

Reading: CRPO Competencies, found on CRPO website, www.CRPO.ca

Class 2:

Professional Responsibility, Ethics and Confidentiality (CRPO Competency 3)

Reading:

CRPO Code of Ethics, found on CRPO website, www.CRPO.ca

Class 3:

Supervision and Collegial, Interprofessional Relationships (CRPO Competency 2 & 3)

Reading:

Chang, J. (2013). A contextual-functional meta-framework for counselling supervision. *International Journal for the Advancement of Counselling*, 35(2) 71-87.

Class 4:

Basic Concepts in Self-Psychology

Reading:

Laseem, P.A. (2005). *Self-psychology: An introduction*. New York: Jason Aronson.

Olthuis, J. (2006). *The beautiful risk: A new psychology of loving and being loved*. Wipf and Stock Publishers.

Class 5

Self-Psychology and the Therapeutic Alliance

Reading:

Lee, R., Rountree, A., & McMahon, S. (2009). *Five kohutian postulates: Psychotherapy theory from an empathic perspective*. Toronto: Jason Aronson.

Siegel, A. M. (1996). *Heinz Kohut and the psychology of the self*. New York: Routledge.

Class 6:

The Influence of Humanistic Psychology

Reading:

Rogers, A. (2018). Carl Rogers. In R. House, D. Kalisch, & J. Maidma (eds.),

Humanistic psychology: Current trends and future prospects (chapter 11). NY: Routledge.

Rogers, C. R. (1979). The foundations of the person-centered approach. *Education*, 100(2).

Class 7: DUE: Assignment #1

The Influence of Experiential Therapies

Reading:

Stern, D. N. (2004). *The present moment in psychotherapy and everyday life*. NY: Norton.

Vanier, J. (2008). *Becoming human*. Toronto: House of Anansi Press.

Class 8:***Repairing Empathic Breaks*****Reading:**

Livingston, M. (2009). Sustained empathic focus and its application in the treatment of couples. *Clinical Social Work Journal*, 37(3), 183-189.

Class 9:***Imago Relationship Therapy - Theory*****Reading:**

Hendrix, H., Hannah, M. T., Luquet, W., Hunt, H. L., & Mason, R. C. (2005). *Imago relationship therapy: Perspectives on theory* (Vol. 1). Jossey-Bass Inc Pub.

Hendrix, H. (2007). *Getting the love you want: A guide for couples*. St. Martin's Griffin.

Class 10: DUE: Assignment #2***Imago Relationship Therapy - Process*****Reading:**

Hendrix, H., & Hunt, H. L. (2007). *Getting the love you want workbook: The new couples' study guide*. Simon and Schuster.

Class 11:***Inter-subjectivity and Cultivating a Non-anxious Presence*****Reading:**

Buirski, P., & Hagland, P. (2001). *Making sense together: The intersubjective approach to psychotherapy*. Northvale, New Jersey, London: Jason Aronson Inc.

Class 12:***Relational Perspectives in Psychotherapy*****Reading:**

Aron, L. (1996). *A Meeting of Minds*. Hillsdale, NJ: Analytic Press.

DeYoung, P. A. (2014). *Relational psychotherapy: A primer*. Routledge.

Olthuis, J. (2006). *The beautiful risk: A new psychology of loving and being loved*. Wipf and Stock Publishers.

**RELATIONSHIP TO CRPO ENTRY-TO-PRACTICE COMPETENCIES
FOR REGISTERED PSYCHOTHERAPISTS**

CRPO Entry-To-Practice Competencies		Addressed In Psychopathology Course
1. Foundations		
1.2 Work within a framework based upon established psychotherapeutic theory		
b	Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.	As students become knowledgeable of the topic of psychodynamic psychotherapy, they will learn how the creation of the human problems seen in psychotherapy can be interpreted through a psychodynamic theoretical orientation.
c	Identify circumstances where therapy is contraindicated	Students will learn how to identify which clients would benefit from psychodynamic therapy at various stages of their healing. They will also learn when therapy is contraindicated.
d	Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.	As students consider the various evidence-based treatment approaches in working with clients, they will come to understand the benefits, limitations and contraindications of psychodynamic therapies in relation to the different approaches.
f	Integrate a theory of change consistent with the therapist's theoretical orientation.	Students will learn to integrate a theory of change consistent with a psychodynamic approach. Students will identify the changes that take place in those stages.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice		
a	Integrate knowledge of key concepts common to all psychotherapy practice.	The key concepts common to all psychotherapeutic practice are introduced in the theory sessions.
b	Recognize the range of psychotherapy practiced within the province of Ontario.	Students will learn how psychodynamic psychotherapy relates to various other evidence-based methods of psychotherapy currently practised in Ontario.
c	Integrate knowledge of psychopathology	Students will learn about the strengths and counter-indications of psychodynamic approaches in relation to psychopathology.
1.4 Integrate awareness of self in relation to professional role		
b	Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.	SEUS specifically pertaining to the student therapist's own values, attitudes etc. will be discussed.
c	Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	As students reflect on their own personal history in the written assignments and in-class discussions, he or she will become more aware of patterns of behaviour related to that history.
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	Students will write a paper about their own awareness of the self-psychological concepts of mirroring, idealization, and twin-ship, and consider how this affects their practice of psychotherapy. SEUS pertaining to the therapist's life experiences and their effect, both positive and negative, will be discussed in class sessions. Students will address what steps they will take to ensure SEUS in their practice.

1.5 Integrate knowledge of human and cultural diversity		
b	Recognize how oppression, power and social injustice may affect the client and the therapeutic process.	The student will learn how the awareness of power dynamics and issues related to social injustice are relevant in the therapeutic process and alliance.
d	Recognize barriers that may affect access to therapeutic services.	The student will learn to recognize the barriers that may affect access to therapeutic services through in-class discussion and self-reflection.
2. Collegial & Interprofessional Relationships		
2.1 Use effective professional communication		
a	Use clear and concise written communication.	Students are required to write both a research and reflection paper during this course. They are required to demonstrate clear graduate level writing skills.
b	Use clear and concise oral communication.	Students will practice good oral communication skills during class discussions and presentations.
c	Use clear and concise electronic communication.	Students will practice clear and concise electronic communication skills in their communication with the instructor and with their student peers.
d	Communicate in a manner appropriate to the recipient.	Students engage in communication with each other and with the instructor during the class presentations and discussion. As our student body and instructors come from a variety of ethnic, cultural and gender groups, the student will learn to use communication methods appropriate to the recipients.
e	Use effective listening skills.	Students are expected to demonstrate effective listening skills during the class lectures and presentations. Students are graded on class participation and listening skills.
f	Differentiate fact from opinion.	As each psychodynamic theory is presented, students will learn to differentiate the facts of the theory from their personal opinions, biases or misunderstandings.
2.2 Maintain effective relationships		
a	Show respect to others.	Students are expected to show respect to each other and the instructors during the class presentations and theory lessons.
b	Maintain appropriate professional boundaries.	Students will learn appropriate professional boundaries during the theory and discussions.
c	Recognize and address conflict in a constructive manner.	If conflict does arise, it will be addressed by the instructor in a constructive manner as a model for the students to follow.
d	Demonstrate personal and professional integrity.	Students will demonstrate personal and professional integrity in their oral and written communication with each other in all aspects of the course. They will also demonstrate personal integrity by submitting written assignments as required, maintaining confidentiality and following a model of ethical decision making.
2.3 Contribute to a collaborative and productive atmosphere		
b	Create and sustain working relationships with colleagues of diverse socio- cultural identities	Students are from a variety of diverse socio-cultural identities. In the formation of student peer groups during this course, students will learn to create and sustain working relationships with a variety of people.

3. Professional Responsibilities		
3.2 Apply and ethical decision making process		
a	Recognize ethical issues encountered in practice.	Ethical issues relevant to the theory lectures will be discussed in class. The student will learn to follow a model of ethical decision making.
3.3 Maintain self-care and level of health necessary for responsible therapy		
a	Maintain personal physical, psychological, cognitive and emotional fitness to practice.	Students are introduced to the concepts of vicarious trauma and compassion fatigue. They will learn to maintain a self-reflective posture to preserve SEUS in their clinical practice.
b	Build and use a personal and professional support network.	In the class, students begin to develop a professional support network that may continue after their training is complete. Students learn the importance of having ethical collegial support systems in place.
3.4 Evaluate and enhance professional practice		
a	Undertake critical self-reflection.	During the class, students give and receive feedback. This feedback will enable the student to engage in critical self-reflection related to their skills.
c	Plan and implement methods to assess effectiveness of interventions.	Students learn to assess the effectiveness of the interventions related to psychodynamic therapies.
d	Obtain feedback from peers and supervisors to assist in practice review.	A component of the in-class presentations is feedback from peers and supervisors. This enables students to learn how to obtain and integrate feedback received into their professional functioning.
e	Identify strengths as a therapist, and areas for development.	During assignments, students will identify their strengths and areas of development.
f	Set goals for improvement.	All students will be expected to recognize where they need more training and become aware of their growing edges in the practice of psychotherapy.
3.5 Obtain clinical supervision or consultation		
b	Articulate parameters of supervision or consultation.	Week #3 of the course focusses on supervision and inter-collegial relationships. All students are expected to develop awareness of the parameters and boundaries of ethical clinical supervision and consultation.
c	Protect client privacy and confidentiality, making disclosure only where permitted or required.	Students are required to agree to hold confidential, and not discuss outside of the class, any personal or identifying information shared during this course.
4. Therapeutic Process		
4.2 Establish and maintain core conditions for therapy		
a	Employ empathy, respect, and authenticity.	Students are required to practice the skills of empathy, respect and authenticity during the discussions and class feedback. The relevance of these psychotherapeutic concepts is discussed within the framework of psychodynamic therapies.
b	Establish rapport.	Students will practice the skill of rapport building during the in-class presentations. Students will receive feedback regarding this from their peers and from their instructor in the feedback section.
c	Explain the responsibilities of the client and the therapist in a therapeutic relationship.	Class # 5 and #11 focus specifically on the therapeutic alliance and cultivating a non-anxious presence.

f	Explain theoretical concepts in terms the client can understand.	In the class presentations, the student will practice explaining theoretical concepts in a manner that the class can understand.
i	Define clear boundaries of response to client's requests or demands.	In the class presentations, the student will practice explaining and defining boundary issues relevant to the theory being discussed.
l	Demonstrate dependability.	Students are expected to attend classes regularly, to be punctual and complete written assignments on time. During the class presentations, students will practice beginning and ending the sessions on time.
4.3 Ensure safe and effective use of self in the therapeutic relationship		
a	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.	Students will reflect on their own history in a written paper (assignment #1) giving special attention to how this history might affect the practice of SEUS in psychotherapy.
b	Recognize the impact of power dynamics within the therapeutic relationship.	During the class theory sessions, students will develop an understanding of the relevance of power dynamics in a therapeutic relationship.
c	Protect client from imposition of the therapist's personal issues.	Issues related to the imposition of the therapist's personal issues will be discussed as relevant to the theory sessions. The student will be expected to develop an awareness of their personal bias and prejudices and discuss these in their written work.
d	Employ effective and congruent verbal and non-verbal communication.	Students will practice congruency awareness skills during the class presentations.
e	Use self-disclosure appropriately.	Students will practice the judicious and ethical use of self-disclosure during the class presentations.
4.4 Conduct an appropriate risk assessment		
a	Assess for specific risks as indicated.	Students will learn to recognize and identify if their client is experiencing an "at risk" situation as related to the theory being discussed.
b	Develop safety plans with clients at risk.	Class #5, Self-Psychology and the Therapeutic Alliance and Class #8, Repairing Empathic Breaks, outlines the requirements of a healthy therapeutic alliance and the need for developing a safety plan with clients who are at risk.
4.5 Structure and facilitate the therapeutic process		
a	Communicate in a manner appropriate to client's developmental level and socio-cultural identity.	During class presentations, students practice skills of communicating in a manner appropriate to a student's developmental level and socio-cultural identity.
b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	Students practice their response skills following the class presentation sessions.
c	Respond non-reactively to anger, hostility and criticism from the client.	These skills are taught as they relate to the theory being discussed.
d	Respond professionally to expressions of inappropriate attachment from the client.	Class #8, Repairing Empathic Breaks, focusses on developing an awareness of inappropriate attachment and detachment from the client.
e	Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.	Class #5, Self-Psychology and the Therapeutic Alliance and Class #8, Repairing Empathic Breaks, teaches the student to respond appropriately to the expression of intense emotions and helps the client to understanding and management off these emotions.

f	Recognize a variety of assessment approaches	As students consider the evidence-based treatment models presented in class, they will develop a toolkit of assessment approaches to utilize with their clients.
j	Practice therapy that is within therapist's level of skill, knowledge and judgement.	During the theory sessions, students will gain an awareness of practicing within the therapist's level of skill, knowledge and judgement.
k	Focus and guide sessions.	Class 11, Inter-subjectivity and Cultivating a Non-anxious Presence, Class 12, Relational Perspectives in Psychotherapy, teach the student skills to focus and guide sessions with clients.
m	Facilitate client exploration of issues and patterns of behaviour.	During the theory sessions in weeks 11 and 12, students will learn of the skills of facilitating client exploration of issues and patterns of behaviour.
n	Support client to explore a range of emotions.	During the theory sessions, students will learn to develop skills related to supporting a client in exploring a range of emotions.
o	Employ a variety of helping strategies.	During the theory sessions and discussions, students will learn a variety of helping strategies.
p	Ensure timeliness of interventions.	During the theory sessions, students will become aware of the use of a variety of interventions.
q	Recognize the significance of both action and inaction.	During the theory sessions, students will develop an awareness of the significance of both action and inaction with regards to their functioning as a therapist.
r	Identify contextual influences.	Students will learn to identify contextual influences in their written assignments and discussions.
4.6 Refer Client		
b	Identify situations in which referral or specialized treatment may benefit the client or be required.	Students will learn to identify when a specialized treatment program may be warranted, referral needed.
5 Professional Literature & Applied Research		
5.1 Remain current with professional literature		
a	Read current professional literature relevant to practice area.	Students are required to prepare written assignments which require them to read current professional literature pertaining to the topic of the assignment.
b	Access information from a variety of current sources.	Students are expected to access information from a variety of books, journals and online publications.
c	Analyze information critically.	In the research for their assignments, students learn to analyze the information gained critically.
d	Determine the applicability of information to particular clinical situations.	As students learn of relevant current literature, they discuss strengths and counter-indications to particular clinical situations.
f	Remain current with developments in foundational areas.	The course instructor presents current literature in the field. The students are expected to discuss up-to-date relevant literature in their assignments.
Use research findings to inform clinical practice.		
b	Determine the applicability of research findings to particular clinical situations	Students learn to determine the applicability of research through discussion and practice sessions.
c	Analyze research findings critically.	In the research paper, students are required to critically analyze the research articles read.
d	Apply knowledge gathered to enhance practice.	Students will integrate the knowledge gathered from research into their resource for clinical practice.