**Course Description:** This is a graduate-level course for students interested in learning psychodynamic therapy principles with adult clients (although the conceptualization can also more broadly be applied to understanding assessments and clients in general). The psychodynamic approach taught in the course focuses on contemporary psychodynamic theories and therapies with an emphasis on techniques most supported in the empirical literature. Therefore, the implications of other supported therapy approaches are discussed, including cognitive behavior, mindfulness, and stages of change, and their integration with psychodynamic therapy. Although we will engage in readings and discussion about psychotic syndromes, the goal for the course is for the student to apply their learning to treating adult neurotic conditions with some discussion of treatment for borderline conditions.

**Overview of Course Structure**
1. The class format includes some introductory didactic presentations by the instructor, discussion of readings, a film, observational learning by viewing therapy tapes, and student presentations.
2. Evaluation methods and grades
   a. **Thought papers (65 Total points)** [2-3 page, single spaced, due each week; 13 papers x 5 pts. = 65 pts.]. You do not need to cover all the points of the readings; this is not supposed to be a summary. But do choose amongst the main issues. The content of your TPs should include your own insights and learning about psychodynamic theory and/or therapy that include (a) new concepts or ways of thinking and/or (b) professional insights. You will be graded according to (a) your ability to clearly and concisely state the key concepts and (b) clearly convey nearly-learned concepts and/or professional insights that you find interesting and helpful. Your own new learning and professional insights do not need to “support” psychodynamic theory and/or interventions. Regardless of the process of your thinking or opinions, I will be assessing your ability to engage in critical thinking, openness to learning, and integration of independent thinking with the views of other professionals (whether theory, clinical observations, empirical studies, etc.).
   b. **Instructional booklet** (Final Project) (10 total points): Write an instructional booklet of psychodynamic theory and therapy. Choose an area in which you plan to work (e.g., in a burn trauma unit in a hospital; as an advisor in an undergraduate academic setting) and prepare the instructional booklet for this population.
   c. **Attendance** is required and part of your grade. Missing 3 or more hours of class for unexcused absences lowers your course grade by one letter grade. The clock starts for any time period of 10 minutes or over (e.g., being late 10 minutes). Since I try to wait until everyone is present to start class, lateness is detrimental to everyone so please make your best efforts to be on time. On two days (9/24 & 11/05), movies review and discussion during class is required.
   d. **Class Discussion + Discussion Questions** (13 weeks x 2 pts. = 26 total points). Everyone starts with a 100, so I am expecting (as usually is the case) that everyone will participate. For grading criteria, given this is a long class, you must say at least two meaningful things (spontaneous comments, questions, whatever) that clearly show that you have completed the readings. You must also prepare 2-3 discussion questions for each class period, starting 01/18/16 and send these to me by noon 1pm on the day that they are due.

**Accommodations.** If you have a disability and need assistance for this class, please contact the Office of Accessibility in Rocket Hall 1820 (http://www.utoledo.edu/utlc/accessibility; Phone: 419-530-4981; TTY: 419-530-2612).

**Title IX: Sexual Discrimination and Harassment.** The University of Toledo is committed to educational and working environments that are free from sex discrimination (including sexual harassment and sexual violence) or retaliation. Individuals who experience sexual misconduct in a University program or activity can address their complaints to UT’s Title IX coordinator: http://www.utoledo.edu/title-ix/

**Required Texts**

Required Articles & Chapters
See Class Schedule ...

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<th>Date</th>
<th>Subject and Associated Readings</th>
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| 01/11 | ➢ Overview of Course Content and Expectations *(Syllabus)*  
       | ➢ Learning Context for Psychodynamic Theory and Therapy  
       | Mihura, J. L. *Learning context for students’ attitudes and understanding of psychodynamic theory and treatment.*  
       | *Updated from:*  
| 01/18 | ➢ Basic Introduction to the Psychodynamic Area of Study  
       | *Original Article:*  
       | *Comments to Original Article* *(Psychoanalytic Psychology, 19, 552-579)*:  
       | Mills, J. (2002). *Reexamining the psychoanalytic corpse: From scientific psychology to philosophy.*  
       | *Author Reply to Comments* *(Psychoanalytic Psychology, 19, 580-590)*:  
       | ➢ Classic Review of the Scientific Basis of Psychodynamics  
| 01/25 | ➢ Evidence-Based Psychodynamic Psychotherapy: Review of Basic Considerations  
       | *Original Article:*  
       | *Comments to Original Article* *(Psychological Bulletin, 130, 664-676)*:  
       | *Author Reply to Comments* *(Psychological Bulletin, 130, 677-683)*:  
       | ➢ Evidence-Based Psychodynamic Psychotherapy: Review of Treatment Outcome Research  
       | *Original Article:*  
<pre><code>   | *Replies to Original Article* *(American Psychologist, 66, 147-152)*: |
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<td>03/08</td>
<td><strong>SPRING BREAK: NO CLASS</strong></td>
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| 03/15 | **MIHURA AT CONFERENCE (SPA): NO FORMAL CLASS**  
  **Object Relations: Winnicott and Kohut**  
**Case Formulation: Triangle of the Person**  
| 03/22 | **Summary of Components of Psychodynamic Treatment**  
**Beginning the Therapy**  
**Basic skills**  
**Discuss case examples with video clips** |
| 03/29 | **Review DK Intake (Mihura's case)**  
**Therapy Relationship Factors**  
**References: Meta-analyses on Evidence-Based Therapy Relationship Factors**  
| 04/05 | **Treatment Interventions: Triangle of Conflict**  
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| 04/12 | ➢ **Treatment Interventions: Triangle of Conflict and Defense Analysis**  
➢ **Treatment Interventions: Relational Conflicts and Transference**  
➢ **Reference: Meta-analysis on Affect Focus in Therapy**  
➢ **Review and Discuss Therapy Video During Class** |
| 04/19 | ➢ **Mentalization**  
Readings TBA  
➢ VIDEO: Mentalization-Based Therapy |
| 04/26 | ➢ **Interpreting transference: Sheffield Training Tape (Dynamic vs. Behavioral)**  
➢ **Review and Discuss Therapy Video During Class**  
➢ **Review and Discuss Manualized Approaches to Treatment**  
➢ **Termination**  
| 05/03 | ➢ **FINALS WEEK (Instructional Booklet: Due 05/03 Wed)** |