

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SOWK614 – Interpersonal and Psychodynamic Psychotherapy
Course Section: 301
Credit Hours: 3.0
Summer 2018

Meeting Times and Places:

Video Conference

June 5, June 12 & June 19; from 6:00pm to 8:00pm EST

Intensive Week on Campus

June 25 – June 29; from 08:30am-11:30am EST

Video Conference

July 3; from 6:00pm to 8:00pm EST

CONTACT INFORMATION

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I. Course description

This course examines the role of interpersonal and psychodynamic processes in biopsychosocial problems. Provides the basic framework of 1) Psychoanalytic Theories of Diagnosis and Technique, and 2) Interpersonal Psychotherapy (a time-limited, structured psychotherapy).

DISCLAIMER: The course does not suffice as formal training or certification in Interpersonal Psychotherapy (IPT) *per se*, and instead provides a broad survey of IPT and related psychodynamic interventions. Likewise, the instructor makes no claim of formal training or certification in IPT as defined by established institutes.

II. Value proposition

This course has been designed to develop and enhance clinicians' technical skills around relationships with their patients, and to increase the sophistication of clinician conceptualization of interpersonal dynamics, in support of other interventions, and as a means for selecting and targeting interventions. Further, the course provides an introduction to IPT and other treatments developed from an umbrella of traditions including psychoanalysis, psychodynamic psychotherapies and attachment theory.

III. Student learning outcomes

By the end of the course, students will...

- Demonstrate familiarity, through written and verbal interaction across modes of the course, with 80% of these basic principles of psychoanalytic psychotherapy:
 - Topographical, Structural, Ego Psych, Self Psych, and Relational Models
 - Defense, Resistance, Transference, Countertransference and Enactment
 - Levels of personality organization: Neurotic, Borderline and Psychotic
 - Defensive styles: Hysterical, Narcissistic, Schizoid, Paranoid and Obsessive
- Develop mastery of the interpersonal formulation, by successfully writing a coherent case history and personality conceptualization, with identified problem areas and recommendations.
- Acquire and demonstrate skills for at least 80% of core interpersonal psychotherapy techniques:
 - clarification
 - use of affect
 - communication analysis
 - problem solving
 - role playing
 - homework
- Participate effectively in peer-based learning, with respectful collaboration, recommendations, feedback, listening and support in 8 of 10 interactions in discussion, role plays, and presentations.

IV. Learning environment

- Lectures will occur online over four weeks of the course, for two hours in the evenings. These may include a break of a few minutes.
- Readings and videos will be discussed online as well, on discussion boards, and students are asked to apply central concepts in written assignments, presentations, and role-plays.
- An intensive weeklong training experience in the middle of the course will be geared primarily towards presentation and the exchange of collegial and earnest feedback. Each of these sessions will last 3 hours with a 15 minute break.

V. Materials for the course

Required:

McWilliams, N. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. New York: Guilford.
Stuart, S. & Robertson, M. (2012). *Interpersonal psychotherapy: A clinician's guide, second edition*. CRC.

Recommended:

Weissman, M. M., Markowitz, J. C. & Klerman, G. L. (2018). *The guide to interpersonal psychotherapy; Updated and expanded edition*. Oxford.
Berzoff, J., Flanagan, L. M. & Hertz, P. (2016). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts. 4th Ed*. Roman & Littlefield.
McWilliams, N. (2011). *Psychoanalytic diagnosis, second edition: Understanding personality structure in the clinical process*. Guilford.
Mitchell, S. A. & Black, M. J. (2015). *Freud and beyond: A history of psychoanalytic thought. 2nd Ed*. New York: Basic Books.
Wallin, D. J. (2007). *Attachment in psychotherapy*. New York: Guilford.

VI. Information literacy/technological resources:

Students will be expected to...

- a) Acquire physical or electronic versions of required books (above).
- b) Maintain access to email, online resources, and Online@UT multiple times per week.
- c) Participate in online discussions through Zoom as scheduled.

These tasks will require a computer and internet connection sufficiently equipped to handle video streaming, including a microphone and webcam. This survey may help you to assess your readiness for these technological requirements:

<https://oit.utk.edu/instructional/tools/online/Pages/online-learning.aspx>

For any help with technological concerns, including tutorials and FAQs, you may access: oit.utk.edu, or you may call: (865)974-9900.

VII. Requirements and evaluation methods

Grading Policy (the following is taken from the catalog):

A	91-100	superior performance.
B+	87-90	better than satisfactory performance.
B	81-86	satisfactory performance.
C+	77-80	less than satisfactory performance.
C	71-76	performance well below the standard expected of graduate students.
F	< 70	extremely unsatisfactory performance and cannot be used to satisfy requirements.

Methods of Evaluation:

- Participation (10%)
- Quizzes (15%)
- Discussion Board (15%)
- Interpersonal Formulation (30%)
- Role Plays and Demonstration (30%)

Participation

All registrants should attend the 4 online lectures and the 5 intensive sessions at the end of the course. If you are considerably late (e.g. over 30 minutes) or cannot make one or more of these for some reason, please contact me, and we can discuss your specific situation. Your participation and involvement broadly will be considered as part of your evaluation, and your presence will be important for acquiring course content. This portion of the grade includes consideration of your professionalism and courtesy towards others.

Quizzes

In order to test your acquisition of basic concepts, your grade will also include a few brief quizzes. These will be quick and concise, short answer questions done in 5 minutes, and will happen during scheduled hours for the course, either online or in person during the intensive week.

Discussion Board

During the online weeks, create threads and comment on others' threads as a way of processing and applying concepts from the readings. Three of these will be required, and online discussion during the intensive week will be optional. Case material and collaborative consultation are encouraged. Each week, you are expected to at minimum create one new thread, and to comment on at least two other students' threads. Please limit your postings to the primary forums to 5 per week.

Interpersonal Formulation

As you progress through the course, you will develop a formal written case conceptualization incorporating the key elements of an interpersonal formulation described in Stuart & Robertson, demonstrating use of some of their tools (e.g. Interpersonal Circle, Conflict Graph, Life Events Timeline). This should include analytic and interpersonal diagnostic considerations, as well as commentary on treatment and/or recommendations. A draft form will be due on the third week, to be finalized at the conclusion of the course.

Role Plays and Demonstration

During the intensive week, we will practice applying core concepts from both diagnostic and technical perspectives. This offers more opportunities to exchange helpful feedback with instructors and peers.

VIII. University Policies

For complete information on university policies, including statements regarding disabilities and discrimination, please go to the Dean of Students webpage and reference Hilltopics:

<http://dos.utk.edu/hilltopics>.

IX. Outline of the Course (tentative)

(readings and assignments due on the day listed)

ONLINE:

June 5, 6:00-8:00 PM EST

Introduction and Basic Concepts Defined

Blagys & Hilsenroth, 2000; Shedler, 2010

Recommended: Wallin Chapters 2, 3, 6 & 7

June 12, 6:00-8:00 PM EST

Psychoanalytic Psychotherapy, Part I

McWilliams Chapters 1 through 6 (pp. ix – 162)

Discussion Board Posts: 4:00 PM EST

June 19, 6:00-8:00 PM EST

Interpersonal Formulation and Intervention

Stuart & Robertson: Sections 2, 3 and 4 (pp. 45 – 238)

Recommended: Weissman et al, 2018, Chapters 1-3 (pp. 3 – 28)

Discussion Board Posts: 4:00 PM EST

KNOXVILLE:

June 25-29, 1:00-4:00 PM

Psychoanalytic Psychotherapy, Part II

McWilliams Chapters 7 through 10 (pp. 163 – 259)

Stuart & Robertson: Chapter 18 (pp. 257 – 265)

Recommended: Berzoff Chapters 2-7 (pp. 18 – 195)

Discussion Board Optional

Draft / Proposal Interpersonal Formulation: June 26, 4:00 PM

Case Discussions and Role Playing Techniques

ONLINE:

July 3, 6:00-8:00 PM EST

Concepts and Techniques, Explore Special Populations and Contexts

Recommended: Berzoff Chapters 10-12 (pp. 249 – 307)

Recommended: Weissman et al, 2018, Sections IV & V (pp. 175-226)

Discussion Board Posts: 4:00PM EST

July 6, 6:00PM EST: Final Interpersonal Formulation due

Note: Additional material or exercises may be posted throughout the course. If this happens, you will be notified in lecture and via Blackboard announcement.