I. Course Description

The 411 and 412 two-course sequence is designed to serve as the clinical and theoretical foundation for the dynamic study of individuals and social systems. The two courses review dynamic theories and research on personality and social systems in an effort to develop an integrated social-psychological perspective on such topics as: the relationship between the internal world and external contextual reality; the dynamics of interpersonal and helping relationships; and the impact of contexts, groups, social systems, and diversity on individual adaptive and pathological functioning and the counseling relationship. In this first course, 411, psychodynamic and social psychological research, theory, and concepts will serve as the basis for the clinical analysis and assessment of individual development and dynamics in context. The winter course, 412, Group and Organizational Dynamics, will develop a dynamic understanding of social systems phenomena, including group, intergroup, organizational, and social and cultural dynamics and their applications.
II. Course Objectives

1. To familiarize students with basic dynamic, clinical, counseling and social systems perspectives on individual personality development and functioning, pathology as well as interpersonal relationships and systems structure and process. Conceptualizations that attempt to link biological, intrapsychic, interpersonal, contextual and social realities will be highlighted. Persistent dilemmas and recent developments in clinical/counseling will be explored.

2. To enhance students’ capacity to knowledgeably reflect upon and critically evaluate existing dynamic/clinical/counseling/social systems theory and research, in order to (a) develop their own creative and integrated views on personality and social psychological dynamics; (b) articulate relevant research questions; and (c) contribute critically to scholarly knowledge.

III. Educational Methods

1. Lecture
   Students will participate in regular weekly lecture/seminar class sessions to discuss theory, case material, and research. Students will be encouraged to relate these theoretical viewpoints and research findings to relevant experiential and clinical data. Students will be encouraged to present selected relevant readings at least once during the quarter.

2. Discussion
   Students are expected to participate in a discussion group led by TA’s which meets after the weekly lecture. These sessions will include literature-focused discussions, review of case material, and review sessions before exams. Details regarding weekly topics and formats will be forthcoming from the TA’s.

3. Study Groups
   Students are strongly encouraged to form study groups to jointly review key readings and to prepare for the examinations. Experience indicates that 4-5 person groups that meet weekly seem to be most successful.

IV. Books and Readings

Several types of readings and source materials will be used.

1. Books Available for Purchase

   Copies of the following books have been ordered at Norris. You may wish to purchase selected books after we have discussed them in the first class. Those identified with an asterisk (*) are required. They may be borrowed form the CPSY office.


2. **Books on Reserve at the Library/CPSY Office**
Most of the books recommended for purchase and several others listed below will be available for loan in the CPSY Office.

3. **Coursepack**
A package of handouts and of required non-text readings (K) may be purchased at cost from the CPSY Department Assistant, Megan Bleakley, 847-733-4300 x204, Room 204, Family Institute.

V. **Course Requirements and Evaluation**

1. **Summaries of Readings**
Students will prepare thoughtful and detailed summaries of two of the assigned or optional books, book chapters, or articles. (1) The first summary should be drawn from the readings for the five class meetings and is due in class on Tuesday, *October 28*; (2) The second summary, due on Tuesday, *November 18*, should be drawn from the readings for classes 6-8. Use good judgment in selecting an item to summarize: e.g., don’t select source documents that are in themselves summaries or that are shorter than eight pages in the original. Students should xerox and distribute typed original copies or e-mail copies to the entire class and staff. Formats for summarizing theoretical writings and empirical articles will be provided. Study groups may find it useful to select readings in a collaborative fashion.

2. **Examinations**
A midterm examination will be distributed on Tuesday, *October 28*, and is due on Friday, *November 7*. A take-home final examination will be distributed on Tuesday, *November 25*, and is due on Friday, *December 5*. Exams are to be typed double-spaced in APA format. More information will be forthcoming.

3. **Grading Practices**
Grading will be based on class presentations, discussion group participation, the quality of summaries (10%), the midterm (40%) and final exams (50%). Exams will be graded using the following criteria:

1) completeness, quality, and accuracy of the review and interpretation of relevant theory and research;
2) demonstrated capacity to evaluate existing literature critically;
3) application of theories and concepts drawn from lectures and readings;
4) effort to advance creatively beyond existing knowledge (for example, by offering a novel integration or interpretation, by raising important questions for future research, or by carrying out a particularly thoughtful critique);
5) if appropriate, application of theory and concepts to experiential data or a case study; and
6) clarity and quality of presentation, and the use of APA format.

Clarity and ease of expression is important: academic and professional writing, at a minimum, should be cogent and clear, and need not be dull. Strunk and White’s *The Elements of Style* (Macmillan, Third edition, 1979) is a small gem that repays frequent reading. Another resource: NU’s College of Arts and Sciences sponsors a student-run consulting service for papers and exams, The Writing Place (491-7414), which is housed at the Main Library.

Incompletes are strongly discouraged.

4. **Course Evaluation**
Thoughtful student feedback can be very helpful in planning future versions of the course. Therefore, students will have the opportunity and will be expected to evaluate the course systematically at the end of the quarter using a form that will be distributed.
VI. **Course Outline**

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Topics</th>
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| 1       | 9/30  | Introduction to the Course  
The Relevance of Dynamic/Social Systems Thought to Counseling Psychology  
Diversity and Multicultural Counseling |
| 2       | 10/7  | Personality, Social Systems & Culture: Reductionism Revisited  
Biopsychosocial Perspectives: Nature and Nurture; Mind-Body Empirically-Based Practice |
| 3       | 10/14 | Dynamic Theories; Overview of Major Clinical Propositions And Concepts |
| 4       | 10/21 | Contemporary Dynamic Theory: Review, Assessment & Clinical Implications |
| 5       | 10/28 | Ego Psychology  
Recent Theory & Research on Coping & Adaptation  
1st SUMMARY DUE; MIDTERM DISTRIBUTED |
| 6       | 11/4  | Object Relations Theories; Clinical & Social Systems Implications; Attachment & Bonding  
MIDTERM DUE: Friday 11/7 - 4:00 P.M. |
| 7       | 11/11 | Self-Psychology |
| 8       | 11/18 | Life Course Development and Families: Theory, Research & Clinical Implications  
2nd SUMMARY DUE |
| 9       | 11/25 | Diversity: Gender, Culture, Class, and Racial Differences in Development & Personality: Theory, Research, & Clinical Implications  
FINAL EXAM DISTRIBUTED |
| 10      | 12/2  | Contemporary Dynamic/Social Systems Issues: Clinical and Research Implications; Persistent Dilemmas.  
STUDENT PRESENTATIONS |

**NOTE:** FINAL EXAM DUE - FRIDAY, DECEMBER 5, 2003 - 4:00 P.M.  
In the Counseling Psychology Office, Room 204, Family Institute
TOPICS AND READINGS

Note: Starred (*) readings are assigned and required; others are recommended (Rx), or optional. Required readings included in the photocopied course package are designated (K). Several topics and optional readings will not be covered in detail in class, but they may be of general interest.

Meeting 1
Date: 9/30/03
Presenter: Dr. Cytrynbaum

Topic: Course Introduction: The Relevance of Dynamic/Social Systems Thought to Counseling Psychology


Topic: Diversity, Multicultural Counseling & the Role of the Counseling Psychologist


Meeting 2
Date: 10/07/03
Presenter: Dr. Cytrynbaum

Topic: The Study of Personality, Social Systems & Culture: Reductionism Revisited


*Pedersen, P. Culturally biased assumptions in counseling psychology. *Counseling Psychologist*, 31, #4, 2003, pp. 396-403. (K)


**Topic: Bio-psychosocial Perspectives : Nature/ Nuture and Mind/Body**


*Benson, E. Intelligent intelligence testing. Monitor on Psychology, Feb 2003, pp. 48-58 (K)


*DeAngelis, T. A genetic link to Anorexia. Monitor on Psychology, March 2002, 33, #3 Page 34 (K)

*Erchak. The anthropology of self and behavior. Chaps. 1 & 2 (pp. 1-54).

*DeAngelis, T. A bright future for PNI. Monitor on Psychology, June 2002, pp. 46-50. (K)


**Topic: Empirically-Based Practice**


*Wampold, B. Bashing positivism and revering a medical model under the guise of evidence. Counseling Psychologist, 31, #5, 2003, pp. 539-545. (K)


**Meeting: 3  
Date: 10/14/2003  
Presenter: Dr. Cytrynbaum**

**Topic: Dynamic Theories- Overview of Major Propositions & Concepts**

*Cytrynbaum, S. Freud Handouts (K-separate volume)

*Berzoff et al. Chapter 2.

*Greenberg & Mitchell. Chapters 1, 2 & 3.

*St. Clair, M. Chapter 2.


Meeting: 4  
Date: 10/21/2003  
Presenter: Dr. Cytrynbaum  
Topic: Contemporary Dynamic Theory: Review, Assessment & Clinical Implications

Freud, S. Introductory lectures on psychoanalysis, 1917. Lectures #1, 17, 25, 27 & 28. (Rx)

Freud, S. New introductory lectures on psychoanalysis, 1933. Lecture #31. (Rx)

*Berzoff et al. Chapter 3.

*Frosch, A. Transference: Psychic reality and material reality. Psychoanalytic Psychology, 19 #4, 2002, pp 603-633. (K)


Meeting: 5  
Date: 10/28/2003  
Presenter: Dr. Cytrynbaum  
Topic: Ego Psychology


*Berzoff et al. Chapter 4.

*Summers, F. Object relations theories and psychopathology. Ch. 1 (pp. 1-24).

Topic: Recent Theory & Research on Coping & Adaptation.


NOTE: 1ST SUMMARY DUE TUESDAY, OCTOBER 28, 2003 – In Class  
MIDTERM DISTRIBUTED - TUESDAY, OCTOBER 28, 2003
Meeting: 6  
Presenter: Dr. Cytrynbaum  

**Topic: Object Relations Theories: Clinical & Social Systems Implications**  

*Cytrynbaum, S. Object Relations Notes (K-separate volume)*  


*St. Clair, M. Chapters 1, 3, 5, 6, 8.*  


*Summers, F. *Object relations theories and psychopathology*, Chapters 1, 2-5 (pp. 1-245).  

*Berzoff et al. Chapter 6.*  


*Stewart et al. An object relations approach to psychotherapy with marital couples, families and children. *Family Process*, 1975, 14, #2, p. 161. (K).*  

**Topic: Attachment and Bonding**  


**NOTE: MIDTERM DUE - FRIDAY, NOVEMBER 7, 2003 - 4:00 P.M.**

Meeting: 7  
Date: 11/11/2003  
Presenter: Dr. Cytrynbaum  

**Topic: Self Psychology**  

*Cytrynbaum, S. Self Psychology Notes. (K--separate volume)*  


*St. Clair, M. Chapter 9.*  

*Summers, F. *Object relations theories and psychopathology*. Chapter 6 (pp. 247-309).  

*Berzoff et al. Chapter 7.*


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**NOTE: 2nd SUMMARY DUE - TUESDAY, November 18, 2003**

Meeting: 8
Date: 11/18, 2003
Presenter: Dr. Cytrynbaum

**Topic: Life-Course Development & Families: Theory, Research & Clinical Implications**


*Pinsof, W. The death of "Till death do us part". *Family Process, 41* #2, 2002, pp. 135 (K)


*Gallos, J. Exploring women's development: Implications of career theory, practice & research. (K)

Cytrynbaum, S. & Crites, J. The utility of adult development theory for understanding the career adjustment process.

*Thomas, D. & Alderfer, C. The influence of race on career dynamics: Theory and research in minority career experiences, pp 133-158.


Meeting: 9  
Date: 11/25/2003  
Presenters: Dr. Cytrynbaum  
**Topic: Diversity: Gender, Cultural, Class, & Racial Differences in Development, Personality & Pathology: Theory, Research & Clinical Implications**

**Topic: Gender**

*Chessick, R. Thirty unresolved psychodynamic questions pertaining to feminine psychology. *American Journal of Psychotherapy*, 42, #1, January 1988, p. 86-95. (K)


*Hewitt, W. Women, democracy and violence in the Arab World. *Journal of Psychohistory*, 31 #1, 2003 pp. 65 (K)


In Glick & Roose (eds.), *Rage, power, and aggression*. New Haven: Yale University Press, 1993:

*Schafer, R. Women in the maze of power and rage. Chapter. 1 (pp. 17-28) (K)
*Person, E.S. Male sexuality and power. Chapter 2, (pp. 29-44) (K)


**Topic: Race and Class**


Meeting: 10  
Date: 12/2/2003  
Presenter: Dr. Cytrynbaum

**Topic: Contemporary Dynamic/Social Systems Issues: Clinical & Research Implications: Persistent Dilemmas.**

**Topic: Dynamic Psychology as a Science: Research, Theory, Clinical knowledge?**


*Singer, J.L. Psychoanalytic theory in the context of contemporary psychology: The Helen Black Lewis Memorial Address. Psychoanalytic Psychology, 5, (2), 1988, pp. 95-125. (K)*


**Topic: Perspectives on Inter-group Conflict and Evil**

*Freud, S. Why War? (K).*


*Zimbardo, P. Opposing terrorism by understanding the human capacity for evil. Monitor on Psychology, Nov. 2001, p. 48 (K).*


**Clinical Issues**

**Topic: Childhood Memories- Real vs. False**

*Hedges,L. False accusations. American Journal of Psychotherapy, 56 #4, 2002 p. 494 (K)*


**Topic: Managed Care**

**Topic: Sexual Boundary Violations**


**Topic: Genetic Counseling**


**Topic: Prevention**


**NOTE: FINAL EXAM DUE FRIDAY, DECEMBER 5, 2003, 4:00 P.M. in the CPSY Office**