

Psychology of Relationships - CPSY 212

Santa Clara University

Instructor: Stephen Otto, MA, JD

Quarter: Winter, 2020

Office Hours: By appointment

Classrooms: Guadalupe 147 (Tues.); Guadalupe 155 (Wed.)

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Course description:

The central focus of this course is relationships: How human beings develop as individuals within a relational matrix; how we orient toward ourselves and toward others in relationship; how we orient within the therapeutic relationship; and how relational templates may be the focus of therapeutic intervention. The primary lens for studying relationships will be what is broadly known as object relations theory, with an emphasis on British school concepts.

The course is designed mainly as an intensive readings seminar. Students will be exposed to a broad array of contributors to the field, from Freud and Klein to more recent authors. Class time will be spent discussing concepts from the readings, and considering their implications for use in the process of therapy.

Course objectives:

- Understanding the importance of attachment styles in infant development and their sequelae in adult relationships, including the psychotherapy relationship.
- Linking present to past as demonstrated by understanding patients' present patterns of thoughts, feelings, actions and relationships in terms of their past interpersonal experiences.
- Comprehending how problematic personality patterns can derive from vicious circles in which the internal world and the world of daily experience mutually recreate one another.
- Reflecting on your own developmental and relational attachment histories, and linking such reflection to effective use in clinical practice.
- Holding your own personal history with compassion, and understanding your own development as a relational being.

Grading:

Class Attendance /Participation	15%
Attendance and reasonable promptness for all classes is required. Students should come prepared to discuss the week's readings. Instructor will appraise student's level of involvement in class discussions. Attending the first week of class is mandatory.	
Weekly Readings	25%
Upon request, students will hand in an estimate of required reading carefully read (e.g., 100%; 30%).	
“Aha” Journal	20%
Students will develop an informal notebook of "aha" experiences related to their weekly reading and classroom discussions. Jot down concepts as you read, and be thoughtful about how they apply to you, significant others, clients you now see in therapy. Should include all books and articles read. Roughly 2 pages per week.	
Final Project	40%.
The project will have 2 parts. Part 1: Compile and turn in “aha” journal. Part II: Use journal as the basis for a paper of 7-8 typed pages (double spaced) in which you reflect on aspects of your own "object relations" as they have exhibited themselves in your own primary relationships / life pursuits. Pay attention to patterns, kinds of relationships you seem to find yourself in, ways that your present emotional life feels similar to the one you had growing up. Be both personal and conceptual; demonstrate how what you've learned has helped you see yourself in new ways. <i>Please paginate your paper.</i>	

Grades will be assigned on the basis of percentage totals:

96 - 100 %	A
92 - 95 %	A-
88 - 91 %.	B+
84 - 87 %	B
80 - 83 %	B-
70 - 79 %	C

* Indicates readings on **Camino**

Class plan:

Week 1 Tues. 9/24	Introduction; overview Requirements/logistics Cinematic case studies
Week 2 Tues. 10/1	The necessity of attachment: Infant research How the ego and its capacity for relationship develop <i>Life's First Feelings</i>
Week 3 Tues. 10/8	Attachment, developmental deprivations, and associated pathologies
Week 4 Tues. 10/15	Reflections on <i>Being and Loving</i> Therapy demo
Week 5 Tues. 10/22	Defenses and Kleinian positions Adaptations of the ego Projective and introjective processes Transferences Therapy demo
Week 6 Tues. 10/29	Winnicott: Psyche/soma/mind The holding environment Capacity to be alone Transitional objects True vs. false Self Therapy demo

Reading assignments:

For Week 2:
A General Theory of Love

For Week 3:
Why Love Matters
*Willemsen & Marcel,
“Attachment 101 for Attorneys”

For Week 4:
Being and Loving

For Week 5:
*St Claire on Klein,
p. 37-50*
*Sandler & Sandler p. 272-90
*Sandler notes, 4 pgs.
*Quatman, pgs. 150-160

For Week 6:
*Greenberg & Mitchell:
Winnicott, p. 188-209
Winnicott rdgs:
*Parent-Infant Relationship
*Mind in Relation to the Psyche Soma
*Primary Maternal Preoccupation
Quatman, notes on Winnicott
(copies provided in class)

For Week 7:
Empathic Attunement
(1st 65 pages; then skim)
Horner, *Psychoan Obj Rel*
Therapy, p. 47-101; 147-156
*Ehrenberg, Ch. 2 and Ch. 3

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Week 7 Tues. 11/5	The treatment process: What is empathy? The therapeutic relationship Selfobjects Therapy demo	<u>For Week 8:</u> <i>Getting the Love You Want</i> (1st 125 pages; then skim) *Schnarch rdgs., p. 89-144
Week 8 Tues. 11/12	Implications for couples Interdependence What is a "healthy" couple?	<u>For Week 9:</u> <i>Drama of the Gifted Child</i>
Week 9 Tues. 11/19	Reflections on the <i>Gifted Child</i> Why would <i>we</i> want to be therapists? Why would <i>we</i> need therapy?	
Week 10 Tues. 12/3	Final thoughts Final papers, reading checklists due	

Required Readings:

Gerhardt, Sue *Why Love Matters* Bruner-Routledge, 2015
Hendrix, Harville *Getting the Love You Want*, Henry Holt & Co., 2007
Horner, Althea *Being and Loving* Jason Aronson, 2005
Horner, Althea *Psychoanalytic Object Relations Therapy* Jason Aronson, 2004
Lewis, T. et al. *A General Theory of Love* Random House, 2001
Miller, Alice *Drama of the Gifted Child* Basic Books, 2007
Rowe, *Empathic Attunement* Jason Aronson, 2004

Recommended Readings (These are purely supplementary -- meant only for enrichment).

Greenberg, Jay R., & Mitchell, Stephen A. *Object Relations in Psychoanalytic Theory*
Harvard University Press, 1983
Greenspan, Stanley *The Development of the Ego* Internatnl Universities Press, 1989
Quatman, T. *Essential Psychodynamic Psychotherapy*, Routledge, 2015
St. Clair, Michael *Object Relations and Self Psychology: An Intro.* Brooks Cole, 2003
Winnicott, D.W., *Through Pediatrics to Psychoanalysis*, 1992

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POLICY ON SELF-DISCLOSURE

Per 2004 APA ethics standards, a policy statement on Student self-disclosure is necessary. The following statement is the SCU statement on self disclosure in our program.

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

POLICY ON CLASSROOM USE OF COMMUNICATIVE DEVICES

Emailing, texting, surfing the net, or tweeting is prohibited during class, except during the mid-class break. One full grade deduction will be applied for any unauthorized violations. The professor reserves the right to ask that a student not use a laptop in class.

POLICY ON ABSENCES

Full attendance is expected for all classes. One absence drops participation grade by 10%; two absences drop grade a full grade point; three absences will result in loss of credit for the course. **Attending the first day of class is mandatory.**

ACADEMIC HONESTY

Santa Clara University insists on honesty and integrity from all members of its community. The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data.

A student who commits any offense against academic honesty and integrity may receive a

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failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University.

In particular, it is each student's responsibility to understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution.

see: <http://www.scu.edu/studentlife/resources/academicintegrity/>

DISABILITY ACCOMMODATIONS PROCEDURE

If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please initiate a conversation with me about your accommodations during my office hours within the first two weeks of class. Students who are pregnant and parenting may also be eligible for accommodations. Accommodations will only be provided after I have verification of your accommodations as approved by Disabilities Resources, and with sufficient lead time for me to arrange testing or other accommodations. For more information you may contact Disabilities Resources at 408-554-4109.

In addition, the School of Education and Counseling Psychology has a Disabilities Support Team whose mission it is to provide supplemental support to students with disabilities. For any student who wishes supplementary support beyond the services of the University's Disabilities Resources Office, the School of Education and Counseling Psychology's Disabilities Support Services Team is available and may be contacted at the following web address: <http://www.scu.edu/studentlife/disabilities/>

In collaboration with the student, the Disabilities Support Services Team will develop an "Individual Student Learning Plan" designed to address the individual's need for accommodations based on his or her disabilities and in accordance with the Americans with Disabilities Act.

Sexual Harassment and Discrimination (Title IX)

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*Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University's *Gender-Based Discrimination and Sexual Misconduct Policy* or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-551-3043](tel:408-551-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com or <http://stage-www.scu.edu/hr/quick-links/ethics-point/>*

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