

WAYNE STATE
UNIVERSITY
SCHOOL OF SOCIAL WORK

SW9210

Theories for Practice and
Research with Individuals

3 Credits

Master Syllabus

I COURSE DOMAIN AND BOUNDARIES

This course, offered in conjunction with SW 9220 (Theories for Practice and Research with Groups and Families) and SW9230 (Theories for Practice and Research with Communities and Organizations), is required of all doctoral students, and defines the unique focus of this doctoral program as that of advanced research on the nature and outcome of social work practice. As such, it is designed to offer students an intensive survey of the major theoretical systems currently used in clinical social work practice with individuals.

Examining three distinctive theoretical models of clinical practice – psychodynamic, cognitive-behavioral, and humanistic-existential – the course explores each theoretical framework from six vantage points. These are: (1) Origins of the model; (2) Basic conceptual framework; (3) View of the person and environment; (4) Philosophy of treatment; (5) Effectiveness of the model, and (6) Particular practice controversies. In addition, topics such as the model's perspective on human development and/or psychopathology may be included.

II SPECIFIC KNOWLEDGE AND SKILL OBJECTIVES

By the end of the semester, students will demonstrate advanced knowledge and skill in their understanding and articulation of the following:

1. Origins of each theoretical model: The history of the theoretical framework and its incorporation into clinical social work instruction and practice;
2. Basic conceptual framework: The most salient principles for practice associated with each model, including ideas that are unique to a particular model of practice;
3. View of the person and environment: The nature of the hypothesized relationship between individuals and the environments of which they are a part; perspectives on human development and psychopathology, and the contribution of biological, social, and psychological factors;
4. Philosophy of treatment: The role of the practitioner using a particular theoretical approach; assumptions about the nature of the client's

- understanding of and participation in the treatment relationship; relative “goodness of fit” with basic social work percepts;
5. Effectiveness of the model: Summary of extent research on both process and outcome; nature of the model’s performance and efficacy in application to specific clinical problems/issues;
 6. Practice controversies: Specific areas of resonance/dissonance with social work treatment, philosophy and practice principles.

III PERFORMANCE CRITERIA

Students will be expected to demonstrate their progress in comprehension and integration of the course material through class attendance and participation, and through assigned papers, presentation, and/or examinations. Students are expected to complete three short term papers demonstrating an advanced level of understanding of each theoretical system.

COURSE TEXTS

Several texts are required for this course. These may include:

1. Brandell, J. (2004). *Psychodynamic social work*. New York: Columbia University Press.
2. Miller, W. R. & Rollnick, S. (2002). *Motivational Interviewing 2nd Ed.: Preparing people for change*. NY: Guilford Press.
3. Reinecke, M. A., & Clark, D. A. (Eds.). (2004). *Cognitive therapy across the lifespan: Evidence and practice*. New York: Cambridge University Press.

An edited coursepack is also required (available at Marwil Bookstore, corner of Cass and Warren).

IV. COURSE ORGANIZATION

Several different pedagogical techniques are used in the organization of this course: lecture-discussion; consultation; video and audiotaped clinical material; and possible guest lecture presentation in connection with particular content. Students are encouraged, whenever possible, to research theoretically and/or clinically relevant questions through specific assignments, although a generous portion of class time will also be devoted to the discussion of such issues. Although this is not a clinical course in the narrow sense of the term, clinical case data may be used as a springboard for discussion of relevant theoretical issues involving a particular framework.

V. ROLE OF THE STUDENT AND INSTRUCTOR

The role of the student and instructor will follow the university statement of mutual obligations of students and faculty members in the teaching and learning process, as revised on 7/14/97.

VI. COURSE CONTENT

Session 1: Course Overview and Expectations; Discussion of reading and other assignments.

Session 2-5: Origins of the Psychodynamic System: An Introduction to Classical Psychoanalytic Theory, Ego Psychology, Object Relations, the Psychology of the Self, Intersubjectivity, and other Psychoanalytic Psychologies; The Psychodynamic Framework in Social Work Practice: History and Trends; Basic Conceptual Framework; View of the Person and Environment; Overarching Philosophy of Treatment; Effectiveness of the Model; Practice Controversies.

Required Readings:

I. Origins of the Psychodynamic Practice Model

Strean, H. (1996). Applying psychoanalytic principles to social work practice: An historical review. In *Fostering healing and growth: A psychoanalytic social work approach* (pp. 1-22). Northvale, NJ: Jason Aronson.

Goldstein, E. (1995). The emergence and assimilation of ego psychology into social work practice. In *Ego Psychology and Social Work Practice* (pp. 29-50). New York: The Free Press/Simon & Schuster.

II. Basic Conceptual Framework

Gabbard, G. (2000). The theoretical basis of dynamic psychiatry. In *Psychodynamic Psychiatry in Clinical Practice* (3rd ed., pp. 27-66). Washington, D.C.: American Psychiatric Press.

Goldstein, E. (2001). The evolution of object relations theory and self-psychology. In *Object relations theory and self psychology in social work practice* (pp. 15-52). New York: The Free Press.

Greenberg, J. & Mitchell, S. (1983). Sigmund Freud: The drive/structure model. In *Object relations in psychoanalytic theory* (pp. 21-49). Cambridge: Harvard University Press.

Greenberg, J. & Mitchell, S. (1983). Sigmund Freud: The strategy of accommodation. In *Object relations in psychoanalytic theory* (pp. 50-78). Cambridge: Harvard University Press.

III. View of the Person and Environment

Brandell, J. (2004). Psychoanalytic theories of development and dysfunction: Classical psychoanalytic theory. In *Psychodynamic Social Work* (pp. 25-43). New York: Columbia University Press.

Brandell, J. (2004). Psychoanalytic theories of development and dysfunction: Ego psychology, object relations theories, the psychology of the self, and relational psychoanalysis (pp. 44-69). Chapter in *Psychodynamic Social Work*. New York: Columbia University Press.

Saari, C. (2002). The environment in emotional experience. In *The environment: Its role in psychosocial functioning and psychotherapy* (pp. 17-28). New York: Columbia University Press.

Brandell, J. & Ringel, S. (In production). Beginnings: Early conceptions of the mother-infant relationship. In *Attachment theory and dynamic social work practice*. New York: Columbia University Press.

IV. Philosophy of treatment

Borden, W. (2000). The relational paradigm in contemporary psychoanalysis: Toward a psychodynamically-informed social work perspective. *Social Services Review*, 74, 353-379.

Brandell, J. & Ringel, S. (2004). Psychodynamic perspectives on relationship: Implications of new findings from human attachment and the neurosciences for social work education." *Families in Society: The Journal of Contemporary Human Services*, 85, 4: 549-565.

Applegate, J. (2004). Full circle: Returning psychoanalytic theory to social work education. *Psychoanalytic Social Work*, 11, 23-36.

V. Effectiveness of the Model

Brandell, J. (2004). Research on clinical process and outcomes in psychodynamic therapy and psychoanalysis. In *Psychodynamic social work* (pp. 373-409). New York: Columbia University Press.

Fonagy, P., Roth, A., & Higgett, A. (2005). Psychodynamic psychotherapies: Evidence-based practice and clinical wisdom. *Bulletin of the Menninger Clinic*, 69, 1-58.

Galtzer-Levy, R., Bachrach, H., Skolnikoff, A. & Waldron, S. (2000). Some general problems of psychoanalytic research. In *Does Psychoanalysis Work?* (pp. 135-146). New Haven, CT: Yale University Press.

VI. Particular Practice Controversies

Brandell, J. (2004). Enter Freud: Psychodynamic thinking and clinical social work. In *Psychodynamic Social Work* (pp. 3-24). New York: Columbia University Press.

Mishne, J. (2002). Prologue: The changing paradigms in clinical practice; Part I: Overview of cross-cultural treatment considerations. In *Multiculturalism and the Therapeutic Process* (pp. 1-36). New York: Guilford Press.

McWilliams, N. (2005). Preserving our humanity as therapists. *Psychotherapy: Theory, Research, Practice, Training*, 42, 139-151.

Sessions 6-9: Origins of the cognitive-behavioral approach and overview of current cognitive-behavioral interventions; basic conceptual framework; view of the person and environment; philosophy of treatment; empirical support; and practice controversies.

Required Readings:

I. Origins of Cognitive-Behavioral Practice Approaches

Fishman, D.B., & Franks, C.M. (1997). The conceptual evolution of behavior therapy. In P.L. Wachtel & S.B. Messer (Eds.), *Theories of psychotherapy: Origins and evolution* (pp. 131-180). Washington, DC: American Psychological Association.

Hollons, S.D., & Beck, A.T. (1993). Cognitive and cognitive – behavioral therapies. In A.E. Bergin & S.L. Garfield (Eds.), *Handbook of psychotherapy and behavior change* (4th ed., pp. 428-466). Oxford, England: John Wiley & Sons.

Meichenbaum, D.H. (1995). Cognitive-behavioral therapy in historical perspective. In B.M. Bongar & L.E. Beutler (Eds.), *Comprehensive textbook of psychotherapy: Theory and practice* (pp. 140-158). London: Oxford University Press.

II. Basic Conceptual Framework

Beck, J. S. (1995). Cognitive conceptualization. In *Cognitive Therapy: Basics and Beyond* (pp. 13-24). New York: Guilford.

Ellis, A. (1997). Extending the goals of behavior therapy and of cognitive behavior therapy. *Behavior Therapy*, 28, 333-339.

Reinecke, M. A. & Clark, D. A. (2004). Cognitive therapy across the lifespan: Conceptual horizons. In M. A. Reinecke & D. A. Clark (Eds.), *Cognitive therapy across the lifespan: Evidence and practice* (pp. 1-11).

Lantz, J. (1996). Cognitive theory and social work treatment. In F.J. Turner (Ed.), *Interlocking theoretical approaches: Social work treatment* (pp. 94-115). New York: Free Press.

Thomlison, B. & Thomlison, R. (1996). Behavior theory and social work treatment. In F. J. Turner (Ed.), *Interlocking theoretical approaches: Social work treatment* (pp 39-68). New York: Free Press.

III. View of the Person and Environment

Ishaq, W. (1996). The social relevance of applied behavior analysis and psychological intervention. In J. Cautela & W. Ishaq (Eds.), *Human Behavior Theory: A diversity framework* (pp. 133-146). Hawthorne, NY: Aldine de Gruyter.

Thyer, B.A. (1994). Social Learning Theory: Empirical applications to culturally diverse practice. In R.R. Green (Ed.), *Human Behavior Theory: A diversity framework* (pp.133-146). Hawthorne, NY: Aldine de Gruyter.

Ulman, J. (1996). Perspectives on the problem of poverty. In J. Cautela & W. Ishaq (Eds.), *Contemporary issues in behavior therapy: Improving the human condition* (pp. 279-297). New York: Plenum Press.

IV. Philosophy of Treatment

Beck, A. T. (1976). *Common sense and beyond*. In *Cognitive therapy and the emotional disorders* (pp. 6-23). New York: Penguin Books.

Bracken, P., & Thomas, P. (1999). Cognitive therapy, Cartesianism and the moral order. *European Journal of Psychotherapy, Counseling & Health*, 2, 325-344.

Ellis, A. (1994). The theory of Rational-Emotive Psychotherapy. In *Reason and emotion in psychotherapy* (pp.35-59). Secaucus, NJ: Carol Publishing.

Dobson, K. (Ed.) (2000). *Handbook of cognitive-behavior therapies* (2nd Ed.). New York: Guilford Press.

Wolpe, J. (1990). *The practice of behavior therapy* (4th ed.) (Part One: Basic principles, chapters 1-4, pp. 3- 55).

V. Empirical Support

Cambiss, D. & Ollendick, T. (2001). Empirically supported psychological interventions: Controversies and Evidence. *Annual Review of Psychology*, 52, 685 – 716.

Clark, D. A., & Reinecke, M. A. (2004). Cognitive therapy in the twenty-first century: current status and future directions. In M. A. Reinecke and D. A. Clark (Eds.), *Cognitive therapy across the lifespan: Evidence and practice* (pp. 507-528). New York: Cambridge University Press.

Epstein, N. B. (2004). Cognitive-behavioral therapy with couples: Theoretical and empirical status. In R. L. Leahy (Ed.), *Contemporary*

cognitive therapy: Theory, research, and practice (pp. 367-388). New York: Guilford Press.

Leahy, R. (2002). Cognitive therapy: Current problems and future directions. In R. Leahy and T. Dowd (Eds.), *Clinical advances in cognitive psychotherapy: Theory and application* (pp. 418-434). New York: Springer Publishing.

Reid, W. J. (2002). Knowledge for direct social work practice: An analysis of trends. *The Social Service Review*, 76, 6 – 33.

VI. Practice Controversies

Dattilio, F.M. (2001). Cognitive-behavior family therapy: Contemporary myths and misconceptions. *Contemporary Family Therapy: An International Journal*, 23, 3-18.

Freeman, A. (2004). Cognitive behavioral treatment of personality disorders in childhood and adolescence. In R. L. Leahy (Ed.), *Contemporary cognitive therapy: Theory, research, and practice* (pp. 319-337). New York: Guilford Press.

Myers, L., & Thyer, B. (1994). Behavioural therapy: Popular misconceptions. *Scandinavian Journal of Behavior Therapy*, 23, 97-107.

Padesky, C. A., & Beck, A. T. (2003). Science and philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy. *Journal of Cognitive Psychotherapy: An International Journal*, 17, 211-224.

Myers, L., & Thyer, B. (1994). Behavioural therapy: Popular misconceptions. *Scandinavian Journal of Behavior Therapy*, 23, 97-107.

Session 10: Existential-Humanistic Approaches: Origins of the Model; Basic Conceptual Frameworks

Required Readings:

Rogers, C. (1961). What we know about psychotherapy—Objectively and subjectively. In *On becoming a person: A therapist's view of psychotherapy*, (pp.59-69). Boston, MA: Houghton Mifflin.

Frankl, V. (1984). Logotherapy in a nutshell. In man's search for meaning, Revised and updated. (pp. 119-157). NY: Pocket Books.

Maslow, A. (1962). Introduction: Toward a psychology of health, What psychology can learn from the existentialists, Deficiency motivation and growth motivation. In Toward a psychology of being (pp. 3-41). Princeton, N.J: Van Nostrand.

Miller, W. R. & Rollnick, S. (2002). Why do people change? Ambivalence: The dilemma of change, Facilitating change, What is Motivational Interviewing? In Motivational interviewing 2nd Ed.: Preparing people for change, (pp.3-42). NY: Guilford Press.

Wagner, C.C. & Sanche, F. P. (2002). The role of values in motivational interviewing. In Motivational interviewing 2nd Ed.: Preparing people for change (pp. 284-298). NY: Guilford Press.

Stiver, I. P. (1991). The meaning of care: Reframing treatment models. In J.V. Jordan, A. G. Kaplan, J. Baker Miller, I. P. Stiver, & J. L. Surrey (Eds.), Women's growth in connection: Writings from the Stone Center (pp.250-267). NY: Guilford Press.

Session 11: Existential-Humanistic Approaches: View of the Person and Environment

Required Readings:

Miller, W. R. & Rollnick, S. (2002). Change and resistance: Opposite sides of the coin. In Motivational interviewing: Preparing people for change, 2nd Ed., (pp. 43-51). NY: Guilford Press.

Forisha, B. L. (2001). Feminist psychotherapy. In R.J. Corsini, (Ed.), Handbook of innovative therapy, 2nd Ed., (pp. 242-254). NY: John Wiley & Sons.

Session 12: Existential-Humanistic Approaches: Philosophy of Treatment

Required Readings:

Miller, W. R. & Rollnick, S. (2002). Phase 1: Building motivation for change, Responding to change talk, Responding to resistance, Enhancing confidence, Phase 2: Strengthening commitment to change, A practical case example, Ethical considerations, Learning Motivational Interviewing,

Reflections on learning, Facilitating learning. In *Motivational interviewing :Preparing people for change, 2nd Ed.*, (pp. 52-198). NY: Guilford Press.

DiClemente, C. C. & Velasquez, M.M. (2002). *Motivational Interviewing and the Stages of Change*. In *Motivational interviewing: Preparing people for change, 2nd Ed.*, (pp. 201-216). NY: Guilford Press.

Rollnick, S., et al. (2002). *Variations on a theme: Motivational Interviewing and its adaptations*. In *Motivational interviewing: Preparing people for change, 2nd Ed.*, (pp. 270-283). NY: Guilford Press.

Sharp, J.G., & Bugental, J.F.T. (2001). *Existential-humanistic psychotherapy*. In R.J. Corsini, (Ed.), *Handbook of innovative therapy, 2nd Ed.* (pp. 206-217). NY: John Wiley & Sons.

Session 13: Existential-Humanistic Approaches: Effectiveness of the Model; Particular Practice Controversies

Required Readings:

Burke, B.L., Arkowitz, H., & Dunn, C. (2002). *The efficacy of motivational interviewing and its adaptations: What we know so far*. In *Motivational interviewing: Preparing people for change, 2nd Ed.*, (pp. 217-250). NY: Guilford Press.

Zweben, A. & Zuckoff, A. (2002). *Motivational interviewing and treatment adherence*. In *Motivational interviewing: Preparing people for change, 2nd Ed.*, (pp. 299-319). NY: Guilford.

Lebolt, J. (1999). *Gay affirmative psychotherapy: A phenomenological study*. *Clinical Social Work Journal*, 27(4), 355-370.

Randall, E. (2001). *Existential therapy of panic disorder. A single system study*. *Clinical Social Work Journal*, 29(3): 259-267.

Stiver, I. P. & Baker Miller, J. (1997) *From depression to sadness in women's psychotherapy*. In J. V. Jordan (Ed.), *Women's growth in diversity: More writings from the Stone Center*, (pp. 217-238). NY: Guilford.

Comas-Diaz, L. (2000). *An ethnocultural approach to psychotherapy and to life*. In J. J. Shay & J. Wheelis (Eds.). *Odysseys in psychotherapy*, (pp. 46-66). NY: Ardent Media.

Session 14: Course Wrap-Up and Conclusion

Assignments

1. Provide an analytical summary of and then lead discussion in class on one of the starred key readings (or two short closely related readings) [20% of grade]
2. Write a 12 to 15 page paper that furnishes an in-depth discussion of a single model using the detailed framework provided [30% of grade]
3. Write a 12 to 15 page paper employing the six point framework used to organize the class as a basis for the comparative analysis of two models covered in class and readings [30% of grade]
4. For the last class meeting, prepare a one-page handout summarizing your comparison of two approaches (assignment #3) and be prepared to discuss in class [10% of grade]

Attendance and participation [10% of grade]

Conceptual Framework for the Analysis of a Particular Theoretical System
(Cognitive-Behavioral, Humanistic-Existential, or Psychodynamic)

I. Philosophical/historical roots

II. Theoretical framework

Discuss

- the fundamental epistemology of the theoretical system (e.g., objectivist or subjectivist)
- methodological basis (experimental/manipulative, hermeneutic/dialectic transformative)
- notions of causality:
 - assumptions about body/mind, inner/outer, present/past, rational/nonrational
 - how do people come to grief [what causes problems for people?]
 - attitude toward change (what constitutes change; how does change takes place?)
- nature of support for/against theory (empirical, practice wisdom); testability of the theory.
- how do theoretical concepts translate into or guide specific practice goals and practice skills?

III. What social work values are embraced?

IV. Target group. Discuss

- populations
- problems
- those for whom this model is contraindicated

V. Nature of the roles and responsibilities assumed by therapist and client

- specificity and detail in the explication of therapist and client roles and responsibilities
- nature and content of client and worker participation-including decision-making
- nature of and importance imputed to the use of relationship

VI. Description of process, including:

- initial phase (e.g., purpose, areas of study and investigation, use of relationship, client-worker interaction, nature and content of client participation; nature of worker authority and expertise)
- assessment (e.g., purpose, limits and range, process of assessment phase, therapist-worker interaction, nature and content of client's participation; emphasis on strengths vs. weaknesses; nature of worker authority and expertise; relationship of assessment to theoretical bases; underpinnings; expected outcomes of assessment phase)
- treatment (e.g., goals [implicit and explicit]; focus of work; strategies and techniques used [empirical support, practice wisdom]); process of treatment phase, including client-therapist interaction, nature and content of client's participation; nature of worker authority and expertise; evaluation of effectiveness [objectivist/subjectivist perspective])
- termination (e.g., how decided, how carried out)
- global: (is the particular practice model formulated in a consistent and coherent manner; is the model theoretical or atheoretical; is it useful as a guide to clinical social work practice?)

Additional bibliography for this assignment:

Gorman, J. (1992). Unpublished.

Guba, E. (Ed.). (1990). *The paradigm dialogue*. Thousand Oaks, CA: Sage Publications.

Kittner, P. (1975). A framework for comparing practice models. *Social Service Review*, 49, 629-642.

Meyer, C. H. (1983). Selecting appropriate practice models. In A.S. Rosenblatt & D. Waldfogel (Eds.). *Handbook of clinical social work*, (pp. 731-749). San Francisco, CA: Jossey Bass.

References for Psychodynamic Module:

Abend, S. (1981). Psychic conflict and the concept of defense. *Psychoanalytic Quarterly*, 50, 61-76.

Abraham, K. (1973) *Selected papers of Karl Abraham*. London: Hogarth Press.

Akhtar, S. (1988). Some reflections on the theory of psychopathology and personality development in Kohut's self psychology. In J. Ross & W. Myers (Eds.), *New concepts in psychotherapy* (pp. 227-252). Washington, DC: American Psychiatric Press.

Applegate, J. & Bonovitz, J. (1995). *The facilitating partnership: A Winnicottian approach for social workers and other helping professionals*. Northvale, NJ: Jason Aronson, Inc.

Arieti, S. (1974). *Interpretation of Schizophrenia*. New York: Basic Books.

Arlow, I., & C. Brenner. (1964). *Psychoanalytic concepts and the structural theory*. New York International Universities Press.

Balint, A. (1949). Love for the mother and mother-love. *International Journal of Psychoanalysis*, 30, 251-259.

Balint, M. (1937). Early development states of the ego: Primary object love. *International Journal of Psychoanalysis*, 30, 265-273, 1949.

Basch, M. (1988). *Doing psychotherapy*. New York: Basic Books.

- Benjamin, J. (1988). *The bonds of love: Psychoanalysis, feminism, and the problem of domination*. New York: Pantheon.
- Blanck, G. & Blanck, R. (1994). *Ego psychology: Theory and practice*. (Rev. ed.). New York: Columbia University Press.
- Bowlby, J. (1996). *Attachment and loss: Vol. 1. Attachment*. New York: Basic Books.
- Brandell, J. (2002). Discussion: The countertransference controversy. In H. Streaun (Ed.). *Controversies on countertransference* (pp. 88-97). Northvale, NJ: Jason Aronson.
- Brandell, J. & Varkas, T. (2001). Narrative case studies. In B. Thyer (Ed.), *The handbook of social work research methods* (pp. 293-308). Thousand Oaks, CA: Sage Publications.
- Brandell, J. [Ed] (1992). *Countertransference in psychotherapy with children and adolescents*. Northvale, NJ: Jason Aronson, Inc.
- Brenner, C. (1982). *The mind in conflict*. New York: International Universities Press.
- Breuer, J. & Freud, S. (1893-95). *Studies on hysteria*. (J. Strachey, Trans). Lonson Hogarth, Vol. 2.
- Chodorow, N. (1978). *The reproduction of mothering: Psychoanalysis and the sociology of gender*. Berkeley: University of California Press.
- Chodorow, N. (1989). *Feminism and psychoanalytic theory*. New Haven, CT: Yale University Press.
- Chrzanowski, G. (1977). *Interpersonal approach to psychoanalysis*. New York: Gardner Press.
- Coles, R. (1986). *The political life of children*. Boston: Houghton-Mifflin.
- Critis-Christoph, P. & Barber, J. (Eds.) (1991). *Handbook of short-term dynamic psychotherapy*. New York: Basic Books.
- Elson, M. (1986). *Self psychology in clinical social work*. New York: W.W. Norton & Co.

- Epstein, L. & Feiner, A. (1979). Countertransference: The therapist's contribution to treatment. *Contemporary Psychoanalysis*, 15, 282-303.
- Erikson, E. (1950). *Childhood and society*. New York: W. W. Norton & Co.
- Erikson, E. (1959). *Identity and the life cycle: Vol. 1. Selected papers, Psychological issues*. New York: International University Press.
- Fairbairn, W. (1952). *An object relations theory of the personality*. New York: Basic Books.
- Fenichel, O. (1945). *The psychoanalytic theory of neurosis*. New York: Norton.
- Ferenczi, S. (1913). Stages in the development of the sense of reality. In E. Jones (Trans.), *Sex in psychoanalysis*. New York: Basic Books, 1950.
- Ferenczi, S. & Rank, O. (1924). *The development of psychoanalysis*. New York: Nervous and Mental Diseases Publishing Co.
- Fischer, C. (1954). Dreams and perception The role of unconscious and primary modes of perception in dream formation. *Journal of the American Psychoanalytic Association*, 2, 389-445.
- Freud, A. (1926). *The psychoanalytic treatment of children*. London: Imago Press.
- Freud, A. (1936). *The ego and the mechanisms of defense*. London: Hogarth Press.
- Freud, A. (1963). The concept of developmental lines. *Psychoanalytic Study of the Child*, 18, 245-265.
- Freud, A. (1965). *Normality and pathology in childhood*. New York: International Universities Press.
- Freud, S. (1895b). Project for a scientific psychology. In J. Strachey, (Trans.), *The standard edition of the complete psychological works of Sigmund Freud*. (Vol., SE, 1, pp. 283-387).
- Freud, S. (1900). The interpretation of dreams. In J. Strachey, (Trans.), *The standard edition of the complete psychological works of Sigmund Freud*. (Vol. SE, 4 and 5).

- Freud, S. (1901). The psychopathology of everyday life. In J. Strachey, (Trans.), The standard edition of the complete psychological works of Sigmund Freud. (Vol. SE, 6).
- Freud, S. (1905). Three essays on the theory of sexuality. In J. Strachey, (Trans.), The standard edition of the complete psychological works of Sigmund Freud. (Vol. SE, 7, pp.125-245).
- Freud, S. (1908). Character and anal eroticism. In J. Strachey, (Trans.), The standard edition of the complete psychological works of Sigmund Freud. (Vol. SE, 9, pp. 169-175).
- Freud, S. (1911a). Psycho-analytic notes on an autobiographical account of a case of paranoia (dementia paranoides). SE, 12, 1-82.
- Freud, S. (1911b). The handling of dream interpretation in psycho-analysis. SE. 12, 89-96.
- Freud, S. (1911c). Formulations on the two principles of mental functioning. SE, 12, 213-26.
- Freud, S (1912a). The dynamics of transference. SE, 12, 99-108.
- Freud, S. (1912b). Recommendations to physicians practicing psycho-analysis. SE, 12, 111-120.
- Freud, S. (1915). Observations on transference-love; Further recommendations to the technique of psychoanalysis. SE, 12, 158-171. London: Hogarth Press.
- Freud, S. (1913). On beginning the treatment, SE, 12, 123-144.
- Freud, S. (1914a). On narcissism: an introduction. SE, 14, 67-102.
- Freud, S. (1914b). Remembering, repeating, and working-through. SE, 12, 147-156.
- Freud, S. (1915). Observations on transference-love. SE, 12, 159-171.
- Freud, S. (1916). Some character types met with in psycho-analytic work. SE, 14, 159-171.
- Freud, S. (1917). Mourning and melancholia. SE, 14, 237-260.

- Freud, S. (1919). "A child is being beaten": A contribution to the study of the origin of sexual perversions. SE, 17, 175-204.
- Freud, S. (1920). Beyond the pleasure principle, SE, 18, 7-64
- Freud, S. (1920). The psychogenesis of a case of homosexuality in a woman. SE, 18, 145-72
- Freud, S. (1923). The ego and the id. SE, 19, 1266.
- Freud, S. (1925). Some psychical consequences of the anatomical distinction between the sexes. SE, 19, 241-258.
- Freud, S. (1926). Inhibitions, Symptoms, and anxiety. SE, 20, pp. 75-175.
- Freud, S. (1933). New Introductory lectures. SE, 22, 1-182.
- Fromm-Reichman, F. (1950). Principles of intensive psychotherapy. Chicago: University of Chicago Press.
- Frosch, J. (1970). Psychoanalytic considerations of the psychotic character. Journal of the American Psychoanalytic Association, 18, 24-50.
- Gabbard, G. (2000). A contemporary psychoanalytic model of countertransference. Journal of Clinical Psychology, 57, 983-991.
- Galatzer-Levy, R. Bachrach, H., Skolnikoff, A., & Waldron, S. (2000). Does psychoanalysis work? New Haven: Yale University Press.
- Gay, P. (1988). Freud: A life for our time. New York: W. W. Norton & Co.
- Gill, M., & Brenman, M. (1959). Hypnosis and related states: Psychoanalytic studies and regression. New York: International Universities Press.
- Gill, M. & Hoffman, I. (1982). A method for studying the analysis of aspects of the patient's experience of the relationship in psychoanalysis and psychotherapy. Journal of the American Psychoanalytic Association, 30, 137-67.
- Glover, O. (1941). Problems of psychoanalytic technique. New York: Psychoanalytic Quarterly.
- Goldstein, E. (1995). Ego psychology and social work practice. New York: Free Press.

- Goldstein, E. (1997). To tell or not to tell: Self—disclosure of events in the therapist's life to the patient. *Clinical Social Work Journal*, 25, 41-58.
- Goldstein, E. (2001). *Object relations theory and self psychology in social work practice*. New York: The Free Press.
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