



Certificate Program in Psychoanalytic Social Work Practice

In this yearlong, postgraduate program, clinicians, social workers and community practitioners will learn to deepen their work by using core psychoanalytic ideas to think about themselves, their clients, and the settings in which they practice. This unique program centers on the practice of social work – its values related to social justice and racial equity, commitment to working in agency/community-based settings, and person-in-environment perspective, and emphasizes the ways in which psychoanalytic theory and concepts can help social workers to reflect more critically and meaningfully on their work. Upon completing the first year of didactic coursework and case conferences, students will receive a certificate in psychoanalytic social work practice, and will be eligible to continue in the Advanced Program, which includes supervision.

Curriculum

The curriculum is divided into five modules, each with five class meetings, and are taught by one or two instructors. Each module emphasizes salient aspects of psychoanalytic theories that are helpful to social work practice. The five modules are:

- Critical social work and psychoanalysis – Reckoning with our roots
- The inner worlds of individuals and groups
- Agency and organizational life
- The sociopolitical realm
- Surviving and thriving in social work

Faculty

The Fairbanks Academy works with a range of talented, experienced, and innovative faculty from around the country whose experience has been related to applied psychoanalysis, clinical social work, and using theory to think about broader sociopolitical issues such as those involving race, gender, power, etc. The Certificate Program relies heavily on faculty who are aligned with and enthusiastic about the practice of clinical social work from a psychodynamic perspective, and who are committed to helping clinicians to make use of theoretical concepts to advance their practices on behalf of their clients and patients.

Program Details

This program consists of 25 online class meetings (50 hours of learning/CEUs) over the course of one academic year, beginning in September 2022 and ending in May 2023. The cohort is limited to 12 students to ensure ample time for class discussion, case examples, and group reflection. The cost is \$1750 for the entire course.

Application Criteria

The Sue Fairbanks Academy welcomes all applicants, and encourages anyone who 1) is practicing as a clinician or social worker/case manager in a social work or related field and 2) has an MSW or related degree to join us. This program is designed for clinicians, clinical case managers, and those working in a range of settings – private practice, community mental health, etc. We believe that as social workers are increasingly called upon to do more with less, it is crucial that we offer opportunities for social workers to think both meaningfully and critically about our work, and that psychoanalytic ideas can help us in all aspects of our work.

For More Information

Please contact Tina Adkins, PhD, Program Director, at tina.adkins@austin.utexas.edu.

Curriculum Details

Module I: Critical social work and psychoanalysis – Reckoning with our roots (Class meetings 1-5)

Course Description:

In this module, students will explore the historical roots of both social work and psychoanalysis, and consider the ways in which both have been used to advance radical ideas related to humanity and justice as well as to provide the tools of resistance to them. These class meetings will provide students with an opportunity to get to know each other, develop a foundation for thinking about fundamental ideas in social work and psychoanalysis from a critical perspective, and begin to grapple with them together as a cohort.

Learning Objectives:

- Identify key social, historical, political, and cultural factors that contextualized the development of US social work and psychoanalysis
- Examine the ways in which power can operate in social work and psychoanalysis to pathologize and marginalize particular groups of people in the US
- Explore the ways in which social work and psychoanalysis have been used to advance radical ideals related to social justice, equality, and equity

Suggested Key Readings:

- Berzoff, J., Flanagan, L. M., & Hertz, P. (Eds.). (2016). *Inside out and outside in* (4th ed.).
- Rowman & Littlefield. Brickman, C. (2017). *Race in psychoanalysis: Aboriginal populations in the mind*. Routledge.
- Gaztambide, D. J. (2019). *A people's history of psychoanalysis: From Freud to liberation psychology*. Lexington Books.
- Hamer, F.M. (2002). Guards at the gate: Race, resistance, and psychic reality. *Journal of the American Psychoanalytic Association*, 50, 1219-1237.
- Mishna, F., Van Wert, M., & Asakura, K. (2013). The best kept secret in social work: Empirical support for contemporary psychodynamic social work practice. *Journal of Social Work Practice*, 27(3), 289-303.
- Tosone, C. (2013). On being a relational practitioner in an evidence-based world. *Journal of Social Work Practice*, 27(3), 249-257.
- Webb, S. A. (Ed.). (2019). *The Routledge handbook of critical social work*. Routledge.
- Woods, A. (2020). The work before us: Whiteness and the psychoanalytic institute. *Psychoanalysis, Culture & Society*, 1-20.

Module II: The inner worlds of individuals and groups (Class meetings 6-10)

Course Description:

In this module, students will dive into psychoanalytic ideas about the internal lives of individuals and groups. Holding in mind the historical frameworks of psychoanalysis and social work, students will be introduced to various perspectives from attachment, developmental, and relational theoretical perspectives. The classes in this module will give students a chance to learn about a range of theorists and their frameworks as they apply to the practice of clinical social work with individuals across the lifespan in their sociocultural contexts.

Learning Objectives:

- Define core psychoanalytic ideas such as the unconscious, anxiety, defense, internal objects, and attachment strategies
- Apply developmental theories to individuals and groups
- Conceptualize ideas of health, suffering, trauma, and wellness within a sociocultural context

Suggested Key Readings:

- Crane, L. S. (2020). Invisible: A mixt Asian woman's efforts to see and be seen in psychoanalysis. *Studies in Gender and Sexuality*, 21(2), 127-135.
- Dajani, K. G. (2020). Cultural determinants in Winnicott's developmental theories. *International Journal of Applied Psychoanalytic Studies*, 17(1), 6-21.
- De Bei, F., & Dazzi, N. (2014). Attachment and relational psychoanalysis: Bowlby according to Mitchell. *Psychoanalytic Dialogues*, 24(5), 562-577.
- Eng, D. L., & Shinhee, H. (2005). A dialogue on racial melancholia. In D. L. Eng & D. Kazanjian (Eds.), *Loss: The Politics of Mourning*, p. 343-371. Berkeley: University of California Press.
- Fonagy, P., & Target, M. (2008). Attachment, trauma, and psychoanalysis: Where psychoanalysis meets neuroscience. In E. L. Jurist, A. Slade, & S. Bergner (Eds.), *Mind to mind: Infant research, neuroscience, and psychoanalysis* (pp. 15–49). Other Press.
- Mancillas, A. (2006). Recognizing and utilizing projective identification in brief psychodynamic therapy: A case example. *Clinical Social Work Journal*, 34(3), 267– 278.
- White, K. (2002). Surviving hating and being hated: Some personal thoughts about racism from a psychoanalytic perspective. *Contemporary Psychoanalysis* 38, 401–422.

Module III: Agency and organizational life (Class meetings 11-15)

Course Description:

In this module, students will focus on the application of psychoanalytic ideas to organizational life, agency practice, and settings such as those in community mental health where social workers often practice. These classes will enable students to better explore and understand the ways in which systems can often reenact the very problems that they purport to resolve, and how social workers can better navigate them. This module will also expose students to a rich history of psychoanalytic thought about systems and organizational change.

Learning Objectives:

- Identify characteristics of a variety of social work practice settings, including those in the private, public, and community spheres
- Analyze aspects of agency and organizational life from a psychoanalytic perspective
- Explore the role of traumatic reenactment in systems of care/social work

Suggested Key Readings:

- Applegate, J. (2013). The erosion of the sociopolitical holding environment and the collapse of the potential space for creative repair. In: E. Ruderman and C. Tosone (eds.), *Contemporary Clinical Practice: The Holding Environment Under Assault, Essential Clinical Social Work Series*, p. 13-18. Springer: New York.
- Bigfoot, D. S., & Schmidt, S. R. (2010). Honoring children, mending the circle: cultural adaptation of trauma-focused cognitive-behavioral therapy for American Indian and Alaska Native children. *Journal of Clinical Psychology*, 66(8), 847-856.
- Cushman, D. (2014). Case management and the analytic frame: A new paradigm. *fort da*, 20 (2), 65-80.
- Kwintner M. (2011). When absence speaks louder than words: an object relational perspective on no-show appointments. *Clinical Social Work Journal*, 39, 253–261
- Marvin, R., Cooper, G., Hoffman, K., & Powell, B. (2002). The circle of security project: Attachment-based intervention with caregiver-pre-school child dyads. *Attachment & Human Development*, 4 (1), 107-124.
- O’Sullivan, N. (2019). Creating space to think and feel in child protection social work; a psychodynamic intervention. *Journal of Social Work Practice*, 33(1), 15-25.
- Rizq, R. (2014). Perversion, neoliberalism and therapy: The audit culture in mental health services.

Module IV: The sociopolitical realm (Class meetings 16-20)

Course Description:

In this module, students will think together about the sociopolitical conditions in the United States, and explore the unique perspective that psychoanalytic theories offer related to the perniciousness of racism, whiteness, economic inequality, and politics. These classes will enable to students to deepen their understanding of how psychoanalytic ideas can be applied to culture and society, how developmental theories are always situated in this broader context, and what psychoanalytic theory offers in terms of working towards social change.

Learning Objectives:

- Describe the ways in which psychoanalysis can be used to explain racism, sexism, transphobia and other forms of othering
- Apply concepts such as projection, projective identification, dissociation, and melancholy to the problems of race and racism
- Utilize psychoanalytic ideas to understand sociopolitical polarization and its implications for social work practice

Suggested Key Readings:

- Galatzer-Levy, B. (2007). Reparation and reparations: Towards a social psychoanalysis. *Psychoanalysis, Culture & Society*, 12(3), 226-241.
- Guralnik, O. (2016). Sleeping dogs: Psychoanalysis and the socio-political. *Psychoanalytic Dialogues*, 26(6), 655-663.
- Hartman, S. (2011). Reality 2.0: When loss is lost. *Psychoanalytic Dialogues*, 21(4), 468-482.
- Layton, L. (2014). Some psychic effects of neoliberalism: Narcissism, disavowal, perversion. *Psychoanalysis, Culture & Society*, 19 (2), 161-178.
- McIvor, D. W. (2016). The Struggle of Integration: James Baldwin and Melanie Klein in the Context of Black Lives Matter. *James Baldwin Review*, 2(1), 75-96.
- Morley, C., Macfarlane, S., & Ablett, P. (2017). The neoliberal colonisation of social work education: A critical analysis and practices for resistance. *Advances in Social Work and Welfare Education*, 19(2), 25-40.
- Rasmussen, B. & Salhani, D. (2010). A contemporary Kleinian contribution to understanding racism. *Social Service Review*, 84 (3), 491-513.

Module V: Surviving and thriving in social work (Class meetings 21-25)

Course Description:

In this module, students will explore the core psychoanalytic concepts of transference and countertransference, and how to “make use” of such dynamics to advance their clinical practice, as well as the risks for burnout, compassion fatigue, secondary traumatic stress and vicarious trauma that can result from such inherently relational work. These classes will also provide students a chance to reflect on their experience together over the course of the year, and to imagine their next professional steps.

Learning Objectives:

- Apply concepts of transference and countertransference to clinical cases/practice
- Define the psychological and emotional risks of relational work to clinicians/providers
- Name strategies for mitigating burnout, compassion fatigue, secondary traumatic stress and vicarious traumatization

Suggested Key Readings:

- Ashley-Binge, S., & Cousins, C. (2020). Individual and organisational practices addressing social workers' experiences of vicarious trauma. *Practice*, 32(3), 191-207.
- Boyle, J., Kernohan, W., & Rush, T. (2009). ‘When you are tired or terrified your voice slips back into its old first place’: The role of feelings in community mental health practice with forensic patients. *Journal of Social Work Practice*, 23(3), 291-313.
- Cohen, K., & Collens, P. (2013). The impact of trauma work on trauma workers: A metasynthesis on vicarious trauma and vicarious posttraumatic growth. *Psychological Trauma: Theory, Research, Practice, and Policy*, 5(6), 570.
- Goode-Cross, D. T., & Grim, K. A. (2016). “An unspoken level of comfort” Black therapists' experiences working with Black clients. *Journal of Black Psychology*, 42(1), 29-53.
- Liang, B., Tummala-Narra, P., & West, J. (2011). Revisiting community work from a psychodynamic perspective. *Professional Psychology: Research and Practice*, 42(5), 398.
- Pentaraki, M. (2017). ‘I am in a constant state of insecurity trying to make ends meet, like our service users’: Shared austerity reality between social workers and service users—towards a preliminary conceptualisation. *British Journal of Social Work*, 47(4), 1245-1261.
- Saakvitne, K. (2002). Shared trauma: The therapist's increased vulnerability. *Psychoanalytic Dialogues*, 12(3), 443-449.

Quick Reference Chart

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Classes	1-5	6-10	11-15	16-20	21-25
Module	Module I: Critical social work and psychoanalysis – Reckoning with our roots	Module II: The inner worlds of individuals and groups	Module III: Agency and organizational life	Module IV: The sociopolitical realm	Module V: Surviving and thriving in social work
Description	Learning about the historical roots of both social work and psychoanalysis; how both have been used to advance radical ideas related to humanity and justice as well as to provide the tools of resistance to them.	Exploring psychoanalytic ideas related to the internal lives of individuals and groups. Holding in mind the historical frameworks of psychoanalysis and social work, students will be introduced to various perspectives from attachment, developmental, and relational theoretical perspectives.	The application of psychoanalytic ideas to organizational life, agency practice, and community settings; Learning about the ways in which systems can often reenact they very problems that they purport to resolve, and how social workers can better navigate them.	Thinking together about the sociopolitical conditions in the US, and exploring the unique perspective that psychoanalytic theories offer related to the perniciousness of racism, whiteness, economic inequality, and politics.	Exploring the core psychoanalytic concepts of transference and countertransference, and how to “make use” of such dynamics to advance clinical practice, as well as the risks for burnout, compassion fatigue, secondary traumatic stress and vicarious trauma that can result from such inherently relational work.
Key Ideas	<ul style="list-style-type: none"> • “Radical roots” of psychoanalysis and social work • Compromises/losses of aligning with medical model • Reckoning with complicity with oppressive systems, and efforts to overturn them 	<ul style="list-style-type: none"> • The role of the unconscious • Trauma and traumatic reenactment • Projective identification • Attachment theory • Object relations 	<ul style="list-style-type: none"> • Holding environments • “Containing” & Bion • Menzies-Lyth organizational anxieties and defenses • Traumatic reenactment 	<ul style="list-style-type: none"> • Normative unconscious • Neoliberal subjectivity • Whiteness from psychoanalytic perspective • Power in clinical work • Reparations/ reparative capacity • Racial capitalism • Abolition 	<ul style="list-style-type: none"> • Transference • Countertransference • Burnout, compassion fatigue • Secondary traumatic stress • Vicarious trauma • Moral injury • Posttraumatic growth • Praxis/radical change

