ADVANCED INDIVIDUAL COUNSELING

C7432 BLB

Course Syllabus & Outline

Summer Session I 2007   Phone: Argosy U: 510-837-3729
In Class: May 12-13   Private office: 510-644-1246
In Class: June 9 -10   Email:vbennett@argosyu.edu
Course duration: 5/07/07 – 6/28/07   Office hours: Wed. and Thurs. 1- 5:00pm
Instructor: Virginia Bennett, Ph. D.   and by appointment

Syllabus is subject to change.

Course description

This course is designed to give students an opportunity for in-depth exploration of the theories and techniques for adult, individual counseling. There will be a special emphasis of different modalities of psychodynamic psychotherapy, dialectical behavioral therapy, cognitive-behavioral approaches, and transpersonal therapy. The course will also address dealing with trauma and how to work with specific personality disorders. The course will also provide a forum for analysis and discussion of cases and specific areas of interest to the students in the class.

Course Objectives

1) Understand the theoretical bases for major approaches to advanced individual therapy.
2)Become knowledgeable about psychodynamic concepts of projective identification, transference, countertransference, and intersubjectivity.
3) Understand the basic concepts of dialectical behavioral therapy and the treatment of borderline personality disorders.
3) Comprehend cognitive behavioral techniques utilized in therapeutic approaches.
4) Identify the kinds of clients and issues that respond to specific interventions and therapeutic approaches.
5) Become more informed and skilled at doing written and oral presentations of theories and cases.

Course Format

The course will involve readings, videotapes, case studies, discussions, guest speakers, and other activities to help students to experientially understand advanced individual counseling. Students will be asked to contribute to class discussions, demonstrating critical thinking and clinical observations based on reading assignments as well as personal and professional experience.

Required Reading:

Johnson, S. (1994). **Character Styles.** New York: W.W. Norton & Company.
ISBN 0-393-70171-9

Linehan, M. (1993). **Cognitive Behavioral Treatment of Borderline Personality Disorder.**
New York: The Guilford Press. ISBN 0-89862-183-6

Recommended Reading:
Diagnostic and statistical manual of mental disorders: DSM-IV-TR. Washington,
D.C.: American Psychiatric Association.

(check the following for recent editions in paperback and/or used copies)

Beck, A. T. (2004). *Cognitive therapy of personality disorders*, 2nd Ed.

Fairbairn, W. *Psychoanalytic studies of the personality.*

Guntrip, H. *Schizoid phenomena, object relations and the self.*

Kohut, H. *The analysis of the self.*

Masterson, J. *Psychotherapy of the borderline adult*

Marra, R. (2005). *Dialectical Behavior Therapy in private practice.* Oakland, CA: New
Harbinger Publications.

Evaluation
Students will receive a letter grade in this course. It will be based on the following
criteria:

Class Attendance: Because this is an accelerated class compressed into two weekends,
students must attend all classes in their entirety.

Class participation is based on students showing evidence of having read the assigned material
before class, asking appropriate questions, and participating fully in class discussions. Students
are encouraged to share case material and discuss their own experiences with diagnosis and
treatment. It is also important for students to participate fully with online modules.

Research Paper: Students may choose one of the following and are strongly encouraged to
choose a theoretical orientation with which they are not familiar: **Required number of
references DOES NOT include class textbooks.**

A) A research paper focusing on one theoretical approach to adult individual counseling. It
is recommended that students select a topic that is represented in the video/DVD collection at the
Argosy University library of real or simulated counseling session. [A Student can buy or rent a
video/DVD from another source but must make it available to the instructor when submitting the

final paper.] Students will need to review the literature and write out a description of the chosen theoretical approach and describe how it has been applied in the video/DVD. Students will need to utilize **at least four journal articles or books** as references. Actual journal articles that have been accessed online can be used as part of these four journal reference requirements. Abstracts, website or other online information may be used *in addition to* but not instead of the four journal articles or books. It is recommended that students get prior approval by the instructor for their topic if they have any questions about their choice of topics. Papers should be 6-8 pages **in APA format**, citing references correctly.

OR:

B) **A research paper focusing on one theoretical approach to counseling and show how it applied, or how it could have applied, to an actual counseling or therapy client with whom that the student worked**. The paper needs to include examples of specific interventions utilized and applications of theoretical concepts, and a page of simulated dialogue. Students will need to utilize **at least four journal articles or books** as references. Actual journal articles that have been accessed online can be used as part of these four journal reference requirements. Abstracts, website or other online information may be used *in addition to* but not instead of the four journal articles or books. It is recommended that students get prior approval by the instructor for their topic if they have any questions about their choice of topics. Papers should be 6-8 pages **in APA format**, citing references correctly.

OR:

C) **A combination of a personal exploration and research paper.** Students can focus on a self-analysis that integrates material from at least four journal articles or books and a specific therapeutic approach they would take with their own issues. Actual journal articles that have been accessed online can be used as part of these four journal reference requirements. Abstracts, website or other online information may be used *in addition to* but not instead of the four journal articles or books. It is recommended that students get prior approval by the instructor for their topic if they have any questions about their choice of topics. Papers should be 6-8 pages **in APA format**, citing references correctly.

Papers are due Monday, August 14 and should be submitted online directly to www.turnitin.com AND to vbennett@argosyu.edu. If you do not receive an email within a day confirming that I have received your paper, contact me via email or call me at 510-644-1246.

Instructions for www.turnitin.com : Go to the website, follow the instructions to create your user profile. The name of the class is given as Advanced Individual. The password is: AdvInd2 the ID is 1529166

Oral Presentation: Students will do a 15 minute presentation in class of the topics for their research papers. They will provide a description of a therapeutic intervention and should show an excerpt of a video/DVD demonstrating the approach. Role playing may be used as a substitute for the video/DVD. Oral presentations will be due the second week-end of class.

Online Presentations: Each student will be responsible for doing an online presentation selecting from a series of topics to be determined, and signed-up for, the first weekend of class. These presentations will be the equivalent of writing a one to two page paper, including personal viewpoints that will encourage online commentary from other students and the instructor. No citations are necessary for the online presentation but students are encouraged to give website addresses or other online material.

There is no final exam for this class.

Students must complete all assignments in order to receive a passing grade in this course.

Percentage Criteria:

• 40% Research Paper
• 20% Oral Presentation
• 15% Online Presentation
• 25% Class Participation

Grading Criteria

Criteria for grades for each requirement are as follows. Deduction in points are made for late papers depending on degree of lateness. Deductions will be taken for absences from classes and may result in a student having to retake the class. Papers should be either double spaced or 1 ½ spaced, flush left, using a 5 spaced indentation for paragraphs. Use APA style for citation of all references. Refer to the APA Publication Manual for guidance (see recommended text listed above). Proper spelling and grammar is important. Students are encouraged to give their own opinions in papers, as well as integrating research material.

Final Paper:

A+=99+

Paper shows original thought, provides excellent coverage of the material, is well written, and is in appropriate APA format, including required number of references.

A = 92 -98

Paper is in appropriate APA format, well thought out, and provides excellent coverage of material, and includes required number of references.

A- = 90-91
Paper is well thought out, uses the required number of references, is organized, provides excellent coverage of material but has missed a minor aspect of APA format or is not as well written in a way that slightly interferes with comprehension of minor points of the paper. For example, paper lacks a good summary and ends abruptly.

B = 80 - 89

Paper is well thought out, but is missing one component of APA format OR coverage of material is only adequate. Range from B+ to B- depends on the degree to which writing style promotes–or interferes with–the reader's comprehension; the degree to which APA format has been missed; and/or the degree to which the coverage of the material is adequate. To obtain a "B" at any level, still requires citing and incorporating the required number of references.

C = 70 - 79

Insufficient number of references provided and/or limited coverage and/or disorganized, difficult to understand paper.

F = <70

Evidence of plagiarism OR paper not submitted

Criteria for Class Participation

Grade
A = 90+
Student actively participated in discussions in all discussion; nearly all comments were thought provoking and incorporated material from the assigned readings.

B = 80 - 89
Student actively participated in all discussions; most of the comments were thought provoking and incorporated material from the assigned readings

C = 70 - 79
Student participated in discussions in more than 70% of class sessions; comments/questions demonstrate a surface level understanding of course topics

F = <60
Student participated in less than 70% of class sessions; comments/questions did not demonstrate an understanding of course topics

Writing Requirements: Graduate school requires a large amount of writing and is geared towards helping students develop and polish academic writing skills in preparation for their dissertations and later professional projects. It is recognized that some undergraduate schools may not have insisted that their students achieve the writing competence necessary for graduate school. If a student is unsure of his/her writing skills, it is recommended that he or she turn in a final paper at least two weeks before the due date to get the instructor's guidance and feedback. If problems are corrected and the final draft of the paper is turned in before the final date, the result is usually a higher grade than the student would otherwise receive.

Honor Code: By accepting admission to Argosy University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violation of academic integrity will not be tolerated. Refer to your Student Handbook for details. **This means that each student is expected to do his or her own work and to utilize and cite references appropriately for papers without plagiarism.** If you are referring to information from another source, you must describe it in your own words AND cite the source, unless you are using direct quotes that are indicated as such, and are correctly cited. **Students are advised that all research papers will be submitted to TurnItIn.com to scan for plagiarism.** The consequences for plagiarism are an "F" for the class and an evaluation will be made to determine if dismissal from the program is indicated. Please contact the instructor for any questions regarding this.

Class Schedule

Order of topics is subject to change.

Online Modules:

There will be weekly online modules and class participation. The Modules run from Tuesday through midnight Sundays. Students must post within this time. With the exception of the first and last weeks, students will be doing online presentations for each module. Schedule, assignments, and topics of online modules will be given the first weekend of class. Some of the topics will be determined by student interests and what arises during the weekend classes.

Online Modules I - 2: May 7 – May 12.

Introduction to the course, instructor and student introductions. (Note that this first module runs from a Thursday to the following Thursday midnight. This is in preparation for the weekend class.)

FIRST WEEKEND

May 13 and 13, 2007
Readings due before this class:
Johnson, S. (1994). **Character Styles.** Read entire book.

Saturday, May 12, 2007

9:00 -6:15 p.m.
Johnson's characterological-developmental model for adult individual counseling. Theory of Character Formation and Character Styles: Schizoid, Oral, Narcissistic.
Integrated review of psychodynamic theories.

Utilizing transference, countertransference, projective identification, and intersubjectivity.

Sunday, May 13, 2007
9:00 a.m. - 6:15 p.m.

Johnson's characterological-developmental model, cont.

Transpersonal/energetic psychology: Brennen's model of character styles.

Transpersonal Psychology: Peck's Psychology of Evil, Jung's Archetypes and Shadow Aspects.

Student selection of topics and dates for Online Presentations.

Online Module 3: May 15 - 19

Student Online Presentations.

Online Module 4: May 22 - 26

Student Online Presentations.

Online Module 5: May 29 –June 2

Student Online Presentations.

Online Module 6: June 5 - 9

Student Online Presentations.

SECOND WEEKEND

June 9 and 10, 2007

Linehan, M. (1993). **Cognitive Behavioral Treatment of Borderline Personality Disorder**.

Chapters 1, 2, 3, 4, 5, 7, 8, 9 will be covered in class. Review these chapters prior to the first weekend. Read in depth as much of this material as possible.

Saturday, June 9, 2007
9:00 -6:15 p.m.

Overview of Dialectical Behavioral Treatment (DBT) of Borderline Personality Disorders
Student presentations

Sunday, June 10, 2007

9:00 a.m. - 6:15 p.m.
Cognitive Behavioral Therapy and DBT: specific techniques.

Male and Female Psychology, gender differences working with adults in individual counseling.

Student presentations

Summary and review. Student feedback

Online Module 7: June 12 – 16

Wrap-up: course summary and review.

Online Module 8: June 19 – 23

Wrap-up: course summary and review.

Library
All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at http://library.argosyu.edu. Detailed descriptions of online resources are located at http://library.argosyu.edu/misc/onlinedblist.html.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at http://library.argosyu.edu/infolit/

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001).* Washington DC:

American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both
the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.