

Argosy University San Francisco Bay Area

Doctorate in Counseling Psychology

## **ADVANCED INDIVIDUAL COUNSELING**

C7432 BLA 3 credits

### **Course Syllabus & Outline**

Summer Session 1 2006

In Class: May 13 and 14

In Class: June 3 and 4

Course duration: 5/8 – 6/28/06

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*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

Peck, S. (1983). **People of the Lie**. New York: Simon and Schuster. ISBN 0-671-45492-7

American Psychological Association (2001). **Publication Manual of the American Psychological Association** (5<sup>th</sup> ed.). Washington, D.C.

### **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*, 2<sup>nd</sup> 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*

### **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:

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, June 19<sup>h</sup> and should be submitted online to [vbennett@argosyu.edu](mailto: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.

**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.

D = 60 - 69

Paper is disorganized AND coverage is not adequate AND does not conform to APA format

F = <60

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

D = 60 - 69

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

F = <60

Student did not participate in class discussions

**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 Outline**

*Order of topics is subject to change.*

### **Online Modules:**

*There will be weekly online modules and class participation. 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 Module I: May 8-14.**

Introduction to the course, instructor and student introductions.

### **FIRST WEEKEND**

**May 13 and 14, 2006**

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, May 13, 2006**

9:00 -6:15 p.m.

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

### **Sunday, May 14, 2006**

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 selection of topics and dates for Online Presentations.

### **Online Module 2: May 15-21**

Student Online Presentations.

### **Online Module 3: May 22-28**

Student Online Presentations.

## **SECOND WEEKEND**

### **June 3 and 4, 2006**

#### **Readings due before this class:**

Johnson, S. (1994). **Character Styles**. Read entire book.

Peck, S. (1983). **People of the lie**. Chapter 2 and Chapter 4.

### **Saturday, June 3, 2006**

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.

Student presentations

### **Sunday, June 4, 2006**

9:00 a.m. - 6:15 p.m.

Johnson's characterological-developmental model, cont.

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

Masterson's approach to the treatment closet narcissistic disorder.

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

Student presentations

**Summary and review. Student feedback**

### **Online Module 4: June 5-11**

Student Online Presentations.



**Online Module 5: June 12-18**

Student Online Presentations.

**Online Module 6: June 19-25**

Student Online Presentations.

**Online Module 7: June 26-28**

Wrap-up: course summary and review.