**National University** **General Course Information for PSY 611A:**

**Counseling Paradigms I**

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| **Course:** | PSY 611A - Counseling Paradigms I Professor: **Dr. Caroline Paltin**Phone: (714) 429-5133 best phone is 657-333-0824E-mail: cpaltin@nu.eduWebsite: [www.carolinepaltinphd.com](http://www.carolinepaltinphd.com) (Visit Website and go to “Graduate Students Corner” Here you will find a link to our home page with source information concerning course. |
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| **Textbook:** | 1. Systems of Psychotherapy (8th edition) Prochaska and NorcrossCengage ISBN: 978-1-133-31451-62. Essential Counselor (1st edition) Hutchinson, DavidSage ISBN: 978-1-4522-0504-5 |

 **Course Prerequisite(s):**

* **Prerequisite**
	+ Bachelor's Degree in Psychology or
	+ PSY 501A and
	+ PSY 501B

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Course Meets the following Dates:

Monday and Wednesday August 6, 8, 13, 15, 20, 22, 27, 29 and

 Saturday: September 1 8:30-12:noon:

**Supplementary References:**

**Corey, 1996. Theory and Practice of Counseling & Psychotherapy New York: Wadsworth\***

**(Corey is not required but highly recommended. Older editions and used editions available at Alibris.com often for about .99cents)**

**Corsini, R. Current Psychotherapies**

**Axline, Virginia (1947). Play Therapy. New York: Houghton Mifflin.**

**Forward, S. Toxic Parents**

**Frankl, V Man’s Search for Meaning**

**Gil, E. 1996. Treating Abused Adolescents.**

**Hedges, L. Interpreting the Countertransference**

**Hedges, L. Listening Perspectives**

**Hedges, L. Practicing Defensively**

**Jung, C. J. Man & His Symbols**

**Jung, C. J. Memories Dreams and Reflections**

**Kopp, S. The Naked Therapist; also by Kopp; If You Meet the Buddha on the Road, Kill Him!**

**Masterson, J. Treatment of the Borderline.**

**Polster & Polster, Gestalt Therapy Integrated**

**Polster, Erv. From the Radical Center**

**Polster Erv. Every Person’s Life is Worth a Novel**

**Rogers, C. On Becoming a Person**

**Siegel, D. Healing Trauma: Attachment, Mind Body and Brain**

**Siegel, D. The Mindful Therapist: A Clinician's Guide to Mindsight and Neural Integration**

**Stolorow, Robert, Psychoanalytic Treatment:An intersubjective Approach**

**Stolorow, Robert, World, Affectivity, Trauma, Heidegger and Post-*Cartesian Psychoanalysis***

**Stolorow, Robert, Trauma and Human Existence**

**Wadeson The Dynamics of Art Psychotherapy**

**Yalom, I. Existential Psychotherapy**

**Yalom, I. Love’s Executioner**

 **Course Description:** This course provides an overview of major current and evolving paradigms of psychotherapy and how they influence counseling theory and practice. Students acquire core skills related to effective therapeutic communication and to the therapist's role in promoting exploration, insight, and behavior change.

 **Course Learning Outcomes:**

* Apply counseling-related core concepts of influential contemporary paradigms such as analytical, experiential, action, and common factors approaches to individual counseling.
* Assess core paradigm components incorporated into specific contemporary psychotherapies.
* Compare and contrast components of strength-based and recovery models of mental health interventions.
* Demonstrate entry-level counseling skills relevant to exploration of clients' issues, insight, and behavior change.
* Assess core therapist concepts such as personal attitudes and skills relevant to professional development including self-reflection, openness to feedback, transference and counter-transference, psychological mindness, and personal growth.

 **Specified Program Learning Outcomes:**

* Psychology - Master of Arts in Counseling Psychology
	+ Critically evaluate the controversies and regions of theoretical uncertainty within the current systems of mental health care.
	+ Analyze core psychological concepts that underpin counseling, psychotherapy, and mental health counseling.
	+ Integrate professional and personal development through self-reflection and personal psychotherapy, emphasizing personal capacities such as self-awareness, integrity, sensitivity, flexibility, insight, compassion, imagination, and personal presence.
	+ Apply norms and principles of public mental health work including (but not limited to) case management, collaborative treatment, evidence-based practice, strength-based model, resiliency, and recovery-oriented care to work with clients.
	+ Apply related therapeutic interventions with diverse clients using a variety of psychotherapeutic models.
	+ Demonstrate mastery of the core competencies required of all helping relationships.
	+ Develop culturally appropriate strategies and treatment plans for successful interventions with diverse client groups in various clinical contexts.
	+ Uphold current professional standards of ethics, values, and laws related to the practice of professional psychotherapists.
	+ Establish professional relationships with diverse clients that provide the evidence-based relational conditions for therapeutic change.
	+ Demonstrate cultural competence in addressing the mental health needs of people of diverse backgrounds and circumstances, including an appreciation for the wide cultural diversity among California's multiple diverse communities.
	+ Develop culturally appropriate strategies, treatment plans, and professional relationships for successful interventions with diverse client groups in various clinical contexts.
	+ Integrate professional development through self-reflection emphasizing personal capacities such as self-awareness, integrity, sensitivity, flexibility, insight, compassion, imagination, and personal presence.
	+ Understand norms and principles of public mental health work including (but not limited to) case management, collaborative treatment, evidence-based practice, strength-based model,resilency, and recovery-oriented care to work with clients.
	+ Apply related therapeutic interventions with diverse clients using a variety of psychotherapeutic models.
	+ Understand and demonstrate current professional standards of ethics, values, and laws related to the practice of professional psychotherapists.
	+ Demonstrate core psychological concepts and therapeutic skills that underpin counseling, psychotherapy, and mental health counseling.
	+ Demonstrate cultural competence in addressing the mental health needs of people of diverse backgrounds and circumstances, including an appreciation for the wide cultural diversity among California's multiple diverse communities.

 **Students with Disabilities:**Students seeking special accommodations due to a disability must submit an application with supporting documentation, as explained under this subject heading in the General Catalog. Instructors are required to provide such accommodations if they receive written notification from the University.

 **Writing Across the Curriculum:**Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials.

The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers and the like: <http://library.nu.edu/FindResources/ReferenceTools/citations.html>

**National University Library:**National University Library supports academic rigor and student academic success by providing access to scholarly books and journals both electronically and in hard copy. Print materials may be accessed at the Library in San Diego or through document delivery for online and regional students. Librarians are available to provide training, reference assistance, and mentoring at the San Diego Library and virtually for online or regional students. Please take advantage of Library resources:

URL: [http://library.nu.edu](http://library.nu.edu/)

Contact the Library:

* RefDesk@nu.edu
* (858)541-7900 (direct line)
* 1-866-NU ACCESS x7900 (toll free)

Use the Library Training Tools (on the Library Homepage) for additional help

* Recorded class presentations
* Tutorials & Guides (APA/MLA, Peer-REview, and more)

 **Plagiarism:**Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include a failing grade for the work in question or for the entire course. The following is one of many websites that provide helpful information concerning plagiarism for both students and faculty: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

**Ethics:**Ethical behavior in the classroom is required of every student. The course will identify ethical policies and practices relevant to course topics.

**Technology:**Students are expected to be competent in using current technology appropriate for this discipline. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail may also be required.

**Diversity:**Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom.

**Civility:**As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

* Conflicting opinions among members of a class are to be respected and responded to in a professional manner
* Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
* There are to be no offensive comments, language, or gestures

**Evaluation &Attendance: Due to the intensive nature of this course, you will be expected to attend *all* scheduled classes and remain for the full time period. If you are planning to miss more than two scheduled classes or any exam date, you should reconsider taking the course at a later date. *Please Note:* This class will involve some degree of self-exploration and interpersonal learning. We will talk more fully about the guidelines for self-disclosure and the expectations at the second class meeting.**

**Grading Scale: Grades are calculated based on the total points earned, and are assigned on the basis of full completion of requirements for the assignment. Higher values are assigned to those papers and assignments which demonstrate *exceptional and outstanding skills and mastery of the material,* and which *express this mastery in a particularly articulate, creative and well developed manner.* Final *Grade Scale is as follows:***

 ***A+ 169-175***

 ***A 163-168 Quiz 30pts***

 ***A- 157-162 Reaction Papers (2) 8pts***

 ***B+ 151-156 Theoretical Outline Group Project: 10pts***

 ***B 145-150 Integrative Paper: 27pts***

 ***B- 139-144 Final Examination: 80pts***

 ***C+ 133-138 Signature Assignment: Instructor***

 ***Rating of Student on Clinical Skills 20pts***

 ***(based on Role plays)***

 ***C 127-132 TOTAL POINTS POSSIBLE: 175 pts***

 ***C- 121-126***

 ***D+ 115-120***

 ***D 109-114***

 ***D- 103-108***

 ***F 102-0***

 ***Exercises and role plays:*  These exercises will vary in nature and may**

**include discussions dyad work, journal entry or role-play, emphasizing application of course concepts. This course emphasizes experiential role-play formats to learn necessary skills under the guidance of the instructor.**

**Each student will participate as therapist in at least 1 role play in the course.**

**The Signature Assignment of Counseling Competency Rating Scale will be graded by the instructor in response to role play conduct.**

 ***Quizzes:* There will be one 30 question multiple choice/true false**

 **Quiz given, in order to assess comprehension of course material**

 **and to provide the student with a sample of the testing format to be**

 **expected on the final exam.**

***Reaction Papers:* Students will submit two reactions papers one page or less in**

 **Which they provide thoughts and reflections on videos, speakers or class**

**Exercises. Please be thoughtful and contemplative of material in a manner expected of a graduate student. These are an opportunity to further discuss**

**and integrate material, process personal self growth during the course in a reflective manner, and discuss issues pertaining to what you are learning which are interesting, confusing, changed your thinking, or spurred new thoughts. This is not the time to tell me your burger was cold on the way to class, or how frustrated you are with the tuition rates, etc. It should be related to personal growth and academic learning outcomes. You can tell me all about your burger dilemma on a class break period, and I will listen. I won’t award any points, but I will listen.**

 ***Theoretical Outline:* Students will coordinate in small groups to submit a descriptive analysis of each of the major theoretical perspectives discussed in class and text. *F*or this assignment students are required to summarize the theories key view on various therapeutic concepts, and provide a clinical exampled to illustrate. This paper should be approximately 5 pages in length. A handout will be provided.**

 ***Integrative Paper:* A basic requirement of the course is the submission**

 **of an integrative paper based on at least *two* of the numerous**

 **theories presented throughout the course. These theories are listed in**

 **the text. Students will describe a case vignette and apply each of the two selected theoretical approaches to a simulated treatment of the case. The paper should articulate the following: (1) key concepts of the approach, (2) view of the role of the counselor in this context; (3) role of patient (4) key developmental tasks and therapeutic goals (5) techniques and methods and A handout will be provided containing more detailed requirements. Generally, the paper is approximately 8 to 10 pages in length. A hand out will be provided.**

***Final Examination*: The Exam is multiple choice, true/false and**

**brief essay. Materials for the exam will be drawn from the text, lectures, and presentations. A study guide and detailed reading list will be provided. There will be *NO MAKE-UP EXAMS.* DUE DATES ON ALL ASSIGNMENTS AND EXAMS ARE NON-NEGOTIABLE.**

**PSY 611A**

**Course Schedule**

(Tentative Outline which may be changed at the instructor’s discretion)

 THIS SCHEDULE WILL BE ALTERED TO ACCOMMODATE CONFIRMED GUEST SPEAKERS TBA)

***DATE TOPIC/ASSIGNMENTS/ READINGS/DUE DATES***

 **Class1 8/06** Introduction to the course: Theoretical

 M Models of Psychotherapy/ Introduction Interview Excersize

Self Assessment and theory; Assignment of Groups

 Therapeutic relationship and therapeutic neutrality

 Initial Contact issues and the Novice therapist

 PSYCHOANALYTIC MODELS OF TREATMENT

Video Presentation, Carl Rogers

 **READ: Systems Ch 1-4**

 **Essential Ch 1-3**

 **Time allotted to Organize Theory Groups**

**2 08/08 Person Centered, Existential, Gestalt and Interpersonal**

 **W Video of Erving Polster Demonstrating Gestalt**

 **Jungian and Intersubjective Approaches**

 **Clips of Rogers & Ellis**

 **Overview of Ethics**

**3 08/13 Guest Lecturer Dr. Behzad Bernous discusses**

 **Psychanalytic practice.**

 **Read ahea : Cognitive Behavioral REBT and Behavioral**

 **M Third Wave Approaches**

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 Role Plays, Basic Skills

 **READ: Systems Ch 1-4**

 **Essential Ch 1-3**

**4 08/15 Bernous Guest Lecture continued**

**THEORY GROUPS DEVELOPMENT**

 **Systems Models Overview**

 **W**

 **READ: Systems Ch 5-7 and 14**

 **Essential Ch 4-6 and 12**

**5 08/20 Gestalt and Interpersonal Models for**

 **M Increasing Therapuetic intensity and relatedness**

 **Video of Erv Polster and Gestalt Demonstration**

 **Reaction #1 TBA**

 **READ: Systems Ch 5-7 and 14**

 **Essential Ch 4-6 and 12**

 **QUIZ**

**6 08/22 Cognitive Behavioral REBT and Behavioral**

 **W Third Wave Approaches continued.**

 **Systems Model OVerivew and Integrative approaches**

 **Ethically ending treatment**

VIDEO PRESENTATION: Ellis REBT (tentative)

 Role Plays, Basic Skills

 **DUE DATE: THEORETICAL PAPERS**

 **READ: Systems 8-11**

 **Essentail 7-9**

**7 08/27 Existential and Expressive Models and Trauma**

 **Resilience and Mindfulness in practice**

VIDEO: Polster Humanization of Technique

**VIDEO: Counting Technique & Briere’s Model**

**M**

 **Role plays**

 **READ: Systems 8-11**

 **Essential 7-9**

**8 08/29 Countertransference and Boundaries in Therapy**

 **Importance of Safety in the therapeutic experience**

 **W Doing your own work**

Special Topics: Countertransference & Contact

 Ethical Self-Evaluation and Decision Making;

 Risk Management/ Suicide Assessment

 **DUE DATE: INTEGRATIVE PAPER**

**READ: Systems 12, 16 & 17**

 **Essential 10 & 11**

**SAT 09/01 FINAL EXAM**

**8:30-12:00**