

## National University

### General Course Information for PSY 611B (20488): Counseling Paradigms II

Instructor: Caroline Paltin, Ph.D., Licensed Clinical Psychologist  
173-B North Glassell Orange, CA 92866  
(657)-333-0824; email: cpaltin@nu.edu  
Instructors Website: [www.carolinepaltinphd.com](http://www.carolinepaltinphd.com)  
(Go to "Graduate Students Corner" page and look for our course)

**Course Schedule: Monday & Wednesdays, January 9, 11, 18, 23, 25, 30 and TWO Saturdays Saturday 28<sup>th</sup> 1 to 5 and February 1<sup>st</sup> and Saturday February 4, 8:30 to 12:30pm. 2016.**

**Textbook: Art of Integrative Counseling (3rd Edition) Gerald Corey**

For the correct edition of the textbook assigned to a specific class, go to:  
<http://www.nutextdirect.com>

#### Supplementary References:

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

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 focuses on integrating and applying the full range of theoretical models used in psychotherapy. Students gain practical experience with both process and content issues through in-class role playing and demonstrations and receive both instructor and peer feedback. Grading is H, S or U only.

H Honors

Signifies outstanding work. No grade points are assigned.

S Satisfactory

Signifies acceptable work. No grade points are assigned.

U Unsatisfactory

Signifies unacceptable work. No credit is awarded and no grade points are assigned.

Assignments:

1. (Do on day of your assigned presentation) Specific Issue in Treatment Project (consisting of ):  
Oral Presentation:  
Handout:  
Graded Role-Play

2. Essays (2)

2-5 pages each:

Essay #1: Due Week 2: Your goals for learning experience in practicum. Assess your current strengths and areas of growth, and develop an idea of what you would like to achieve/improve on in your practicum training experience. Think about yourself from the perspective of the client, and what he or she would benefit from in your developing process.

You will be working on development of a formal learning plan in your practicum course, and this will assist as an initial preparation for this as well.

Essay # 2: Due Fourth week : Your Personal Integrative Approach

Given that you have surveyed numerous modalities and evidence based practices to apply in your work as a therapist, discuss your personal philosophy of therapy. What you feel you will focus on in the therapeutic encounter, which modalities you will utilize and WHY. How does your understanding of ethics diversity and countertransference inform your approach? What sort of “shingle” would you like to hang at this point (i.e. what do you see as your unique contribution to the field that will set you apart from the other ten therapists on your block)? In writing this essay you will develop an ability to articulate how you conceptualize your approach and your beliefs about therapy in a way that will assist you in greater competency in interviews as well as supervision experience.

3. Active participation in classroom discussion and activities is part of your grade.

4. Vignette Paper – DUE ON LAST SATURDAY:

You will receive access to vignettes in the second week of class of class.

Your paper should include the following:

- A diagnostic assessment of the client
- A treatment plan including goals & interventions
- A discussion of risk assessment and relevant cultural issues
- A description of the specific therapeutic issues arising for the client
- A description of the specific modalities you would utilize in working with the client
- A discussion of ethics and countertransference issues which might arise with such a client
- Include outside research supporting your work.

5. **Optional Extra** credit activity: Students wishing to enrich their learning experience in this course may read the seminal psychological work Man’s Search for Meaning by Victor Frankl, and write a reflective analysis of 3 page minimum. For further details, contact instructor. This book can be found for .99 cents on the used books website Allibris.com

6. FINAL EXAM ( LAST SATURDAY OF CLASS)

The Final Exam will include multiple choice, T/F and Essay questions. A study guide will be given in the third week of class.

Course Learning Outcomes:

- Demonstrate entry-level counseling skills.
- Formulate appropriate clinical interventions for a variety of clients.
- Design and utilize appropriate crisis intervention strategies with clients.

- Design a treatment plan and demonstrate appropriate clinical interventions in a brief therapy model.
- Demonstrate capacities for self-reflection, openness to feedback, psychological mindedness, and personal growth and development necessary for safe and effective practice as a psychotherapist.

Specified Program Learning Outcomes:

- Psychology - Master of Arts in Counseling Psychology
  - o 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.
  - o 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.
  - o Analyze core psychological concepts that underpin counseling, psychotherapy, and mental health counseling.
  - o 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.
  - o Establish professional relationships with diverse clients that provide the evidence-based relational conditions for therapeutic change.
  - o Uphold current professional standards of ethics, values, and laws related to the practice of professional psychotherapists.
  - o Develop culturally appropriate strategies and treatment plans for successful interventions with diverse client groups in various clinical contexts.
  - o Demonstrate mastery of the core competencies required of all helping relationships.
  - o Apply related therapeutic interventions with diverse clients using a variety of psychotherapeutic models.
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- o 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.
- o Analyze core psychological concepts that underpin counseling, psychotherapy, and mental health counseling.

#### 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>

#### Contact the Library:

- [RefDesk@nu.edu](mailto: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 and Student Conduct:** 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.

Belittling, rude, offensive, argumentative or micro-aggressive behaviors are not tolerated in this program.

Students in a graduate program in Psychology are expected to demonstrate appropriate and professional behavior at all times. A student demonstrating inappropriate conduct may be restricted from starting practicum until such

behavior is ended.

**(Course Schedule Outline Next Page)**

**PSY 611B  
Course Schedule**

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

Presentation Handouts are due the day you present (one page outline on the approach or issue you are demonstrating)

- |        |   |
|--------|---|
| M 1/9  | Course Introduction/ Overview<br>Existential and Humanistic presence with clients<br>Rogers Therapy demonstration<br>Frankl clip<br><br>Begin Reading Chapters 1-3  |
| W 1/11 | Collaborative Interrelation Counseling<br>Relational Analytic Approaches<br>Trauma self psychology model<br>Goals development, goals clarification<br>Counting Method of titration of trauma<br>Polster Video of Humanization of Technique<br>Chapter 2 |
| M 1/16 | NO CLASS (HOLIDAY)  |
| W 1/18 | Multicultural Issues<br>Emotionally Focused Therapy<br>The "DIFFICULT" Client   |

Concept of Resistance and Counter Resistance  
Presentations on Special Topics

1. \_\_\_\_\_ 2. \_\_\_\_\_

Read Chapters 4 and 5  
Norcross Video clip  
Powerpoint on difficult clients

M 1/23 Gestalt and Experiential Approaches  
DUE DATE: Essay # 2 : Your goals for Learning in Practicum  
Video Psychotherapy and the Unmotivated Client pt 1

1. \_\_\_\_\_ 2. \_\_\_\_\_

Read Chapters 10 & 11

W 1/25 Gestalt and Experiential Work Continued  
Sequentiality and Intensity in the Therapeutic Encounter  
Past Present and Future in Therapy

Essay # 1 DUE : Your Personal Integrative Approach  
Video Part 2

Read Chapters 10 and 13

SAT 1/28 Cognitive and Behavioral Models – Benefits and limits  
Guest Lecturer Dr. Lazarre and Speaker TBA

1. \_\_\_\_\_ 2. \_\_\_\_\_

Read Chapters 6 7 & 8

M 1/30 Integrative and Recovery Model Approaches  
Battle of the Approaches: Attack of the Killer Vignette

Presentations on Special Topics: 1. \_\_\_\_\_

2. \_\_\_\_\_

Read Chapters 9 & 11

W 2/1 Countertransference: The cost of your baggage.  
Knowing what to pack and what to leave at the door  
Countertransference as resonance  
Countertransference Process demonstration  
Termination issues

Past Present and Future in Therapy: 1. \_\_\_\_\_  
2. \_\_\_\_\_

SAT 2/4 FINAL EXAM  
DUE DATE: VIGNETTE PAPER

9am to 12noon