

National University
PSY 623B: CLINICAL ASSESSMENT II (25888)

April 9 – May 4, 2013

Instructor: Caroline Paltin, Ph.D., Licensed Clinical Psychologist
173-B North Glassell
Orange, CA 92866
(949) 203-1595; email: carolinepaltinphd@yahoo.com
Website: www.carolinepaltinphd.com

Course

Schedule: Tuesdays and Thursday , April 9, 11, 16, 18, 23, 25, 30, May 2, 5:30 to 10pm,
and Saturday, May 4, 8:30am to 12:30, 2013

Texts: Jongsma, A. E., 2007. *The Complete Adult Psychotherapy Treatment Planner* (4rd ed.) New Jersey: John Wiley & Sons
DSM IV Made Easy, Morrison, 1995; ED; 0-89862-568-8

Course Description: This course covers the assessment and diagnosis for Anxiety, Psychotic, Personality, Dissociative, and Sexual and Gender Identity Disorders in the DSM and other assessment systems. Students will practice assessment skills and development of treatment plans during the course. Outcomes assessment and case conceptualization processes will be discussed.

Course Learning Outcomes:

- Distinguish among diagnoses of Anxiety Disorders, Schizophrenia and other Psychotic Disorders, Personality Disorders, Dissociative Disorders, and Sexual and Gender Identity Disorders.
- Formulate an assessment of clients with issues related to anxiety, psychosis, persistent personality traits, dissociation, sexual issues, and gender identity from perspectives other than the DSM.
- Distinguish between clients with actual psychological diagnoses and those who may be malingering.

Specified Program Learning Outcomes:

- *Master of Arts in Counseling Psychology
 - 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.
 - Assess and diagnose psychological distress and/or impairment, mental

disorders, and problems in living in diverse individuals and systems within various mental health settings.

- Critically evaluate the controversies and regions of theoretical uncertainty within the current systems of mental [health care](#).
- Critically evaluate the relevant methods of research used in the study of behavior and their limitations.
- 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 and treatment plans for successful interventions with diverse client groups in various clinical contexts.

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://www.nu.edu/LIBRARY/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://www.nu.edu/library>.

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

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

Wadson The Dynamics of Art Psychotherapy

Yalom, I. Existential Psychotherapy

Yalom, I. Love's Executioner

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 | Exercises journal and role plays: | 10pts |
| A | 163-168 | Quizzes (2): | 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: | 90pts |

| | | | |
|-----------|----------------|-------------------------------|----------------|
| C+ | 133-138 | | |
| 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-plays, some of which may be submitted via video-taping, emphasizing application of course concepts. This course emphasizes experiential role-play formats to learn necessary skills under the guidance of the instructor.

Quizzes: There will be two 12 question multiple choice/true false quizzes 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.

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. For this assignment students are required to summarize the theories key view on various therapeutic concepts, and provide a clinical example 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.**

GENERAL POLICIES

Cell Phones: Cell phones may not be used during class. Students should shut off or switch phones and pagers to silent mode. You are welcome to use phones and check pagers before and after class and on break times, but please remember to again shut them down during class times.

Use of Laptop and portable devices: Students are welcome to bring Laptops and portable devices to class, but should not use class time to access e-mail or social networking accounts. Inter-net may be utilized as it enhances learning, but only with permission of the instructor.

Diversity: Learning to work with and value diversity is essential in this degree program. Students are required to act respectfully toward other students and instructors throughout the course. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.

Disability: National complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. If you need accommodations due to a documented disability, please contact the Office of Scholarships and Special Services at specialservices@nu.edu. The instructor must be notified in writing of any disability and accommodations needed.

Ethics: Ethical behavior in the classroom is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Academic Integrity: Students are required to cite the use of materials written by others in all written communications for courses. Plagiarism is the presentation of someone else's ideas or work as one's own. This includes using ideas, words, or phrases without proper attribution. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include failing grades for the work in question or for the entire course. Inadequately or improperly cited work receives no credit. In cases of plagiarism, the burden of proof rests on the student, not the instructor. In other words, the student will be required to prove that plagiarism has not occurred.

For more information on proper citation and writing research papers see the web sites listed below:

Plagiarism

(http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

Quoting Paraphrasing and Summarizing

(http://owl.english.purdue.edu/handouts/research/r_quoatprsum.html)

This course requires self-observation and exploration of the self as a tool in

the therapeutic process. Students are encouraged to manage resulting awareness of issues needing further exploration in a responsible manner, seeking consult with an appropriate therapist or mental health professional as needed, in keeping with personal and professional development. In addition, students are expected to maintain a supportive and respectful attitude toward one and other in the learning process.

Please see me if you have any questions, curiosities, or encounter any problems during this course. I will make every effort to be available to assist in clarifying material and facilitating completion of assignments. You are strongly encouraged to meet with the instructor regarding *any* problems you encounter in this course. I can most easily be reached on my voicemail/pager @ (949) 203-1595 or by email at paltin@earthlink.net
We will refer to this syllabus throughout the course. It is your contract with the instructor, and you are expected to be familiar with the requirements, assignments and due dates.

PRINCIPLES OF PSYCHOTHERAPY II: Individual and Clinical

TENTATIVE COURSE SCHEDULE

This is a tentative course schedule, and may be revised at the instructor's discretion to accommodate topics and activities.

| <i>DATE</i> | <i>TOPIC/ASSIGNMENTS/ READINGS DUE DATES</i> |
|--------------------|---|
| T 4/9 | Introduction to the course: Theoretical Models of Psychotherapy/ Self Assessment and theory; Importance of Therapeutic Neutrality Initial Contact issues and the Novice therapist Video Presentation, Carl Rogers (Tentative date due to Library availability) VIDEO CLIPS READ: |
| Th 4/11 | Initial Therapy session continued Person-Centered and Existential Psychotherapies VIDEO PRESENTATION: Ellis REBT (tentative) Role Plays, Basic Skills READ |

- T 4/16** Theoretical Models Continued/ Psychoanalytic/
 Dynamic Psychotherapies: Legal/Ethical
 Gestalt Therapy – The work of Erv Polster Humanization of Technique
 Tightening of Therapeutic Sequence and Contact experiment
 VIDEO PRESENTATION: Client Centered Therapy
 QUIZ # 1 (tentative) Topic includes Freud and Rogers’ theories and insight and Interpretations
READ:
- TH 4/18** Gestalt Therapy/ Continued
 Treatment of Trauma –Briere
 Gestalt Therapy demonstration
 Role Plays Basic Skills
READ:
- T 4/23** **GUEST Mentor Coaches: Role-play experience (Tentative date)**
 Special Topics: Countertransference & Contact
 Ethical Self-Evaluation and Decision Making;
 Risk Management/ Suicide Assessment
 Role Plays
 Video part one the unmotivated patient
READ:
- TH 4/25** RET Behavioral and Cognitive Approaches
 Phobia, Anxiety and Depression
 Video part one the unmotivated patient
 Role Plays
READ:
- T 4/30** Special topics in treatment
 Multimodal approaches
 Role Plays’
 Sand Tray Demonstration and Field Trip to office (Tentative)
QUIZ #2 (Ellis and REBT and Reflections and Challenges)
 Due Date Reaction Paper # 1 (Topic TBA)
READ:
- TH 5/2**
 Countertransference work
 Video Humanity and Technology
Due Date Integrative Paper
READ:
- SAT** **SATURDAY FINAL EXAM 12 noon**
5/4 **Due Date Reaction Paper #2 (Reaction to your own role play)**
 8:30-noon