

National University
PSY 623B: CLINICAL ASSESSMENT II
Independent Study Format

Instructor: Caroline Paltin, Ph.D., Licensed Clinical Psychologist
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Course
Schedule. Four meetings TBA.

Texts: Hill, C. E., 2009. *Helping Skills* (3rd ed.) New York: APA. NOTE: Third ed
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

Official Catalog Course Description:

This course is the second course of a two-month course sequence, Psychology 623 A & B. These two courses must be taken in sequence, and must both be taken from the same instructor. Psychology 623 A & B introduce students to central features of psychotherapy and assessment, with particular focus on adult psychotherapy. Students are expected to acquire and practice knowledge and skills related to development of a good therapeutic relationship; assessment, including DSM diagnoses and case formulation; treatment planning which links case formulation, theory, and clinical research outcomes to the methods and goals of psychotherapy; and the therapist's role in promoting communication, insight, and behavior change within the therapeutic setting.

COURSE CONTENT AREAS

The content of Psychology 623 B focuses on the following disorders and problems: Cognitive, Schizophrenia and Psychotic, Eating, Impulse Control, Personality, Factitious and V codes. In addition, these disorders will be examined through experiential and objective assignments involving the DSM-IV-TR categories; process and content of intake assessments using biopsychosocial evaluation methods; linkage of diagnoses with validated research and therapies. developing a case formulation and treatment plan; application of theoretical perspectives, with emphasis on briefer therapies and acquisition of clinical skills in developing rapport, communication, promoting client insight and conducting psychotherapy.

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

Wadeson The Dynamics of Art Psychotherapy

Yalom, I. Existential Psychotherapy

Yalom, I. Love's Executioner

Evaluation &

Attendance: Four Meetings TBA

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:	45pts
A	163-168		
A-	157-162		
B+	151-156	Theoretical Outline Group Project:	50pts
B	145-150	Integrative Paper:	80pts
B-	139-144		
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. (FOR INDEPENDENT STUDY: ONE ROLE PLAY Conducted on students own time and video presented to to Instructor).

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 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 6 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.

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.