

Argosy University  
San Francisco Bay Area

Doctorate in Counseling Psychology

## ADVANCED INDIVIDUAL COUNSELING

C7432

3 credits

SECTION A

### Course Syllabus & Outline

#### Summer 2009

In Class: Sat and Sun. May 23-24

In Class: Sat. and Sun. June 27-28

Course duration: 5/9/09 -6/29/09  
pm

Professor: Virginia Bennett, Ph. D.

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Office hours: Mon-Wed-Thurs. 1- 4:00

and by appointment

*Syllabus is subject to change.*

#### **Final Date to Drop the Class:**

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Summer Session I (7.5 week courses): June 11, 2009

Summer Session II (7.5 week courses): August 3, 2009

Summer Full Term (15 week courses): July 14, 2009

#### **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 on different modalities of psychodynamic psychotherapy, dialectical behavioral therapy, and cognitive-behavioral approaches. The course will also address dealing with trauma and how to work with specific personality disorders. The course will 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 how to take an integrative approach to characterological reconstruction.
- 3) Understand the basic concepts of dialectical behavioral therapy and the treatment of borderline personality disorders and other diagnoses.
- 4) Comprehend cognitive behavioral techniques utilized in therapeutic approaches.
- 5) Identify the kinds of clients and issues that respond to specific interventions and therapeutic approaches.
- 6) Become more informed and skilled at doing written and oral presentations of theories and cases.

**Program Outcomes: Doctor of Education in Counseling Psychology**

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

**Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.**

Competency 2: Theory

**Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.**

Competency 3: Writing

**Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.**

Program Outcome Two: Research

Competency 1: **Analyze research, translate research findings, and conduct research for improvement of counseling psychology services using statistics and evaluation methods.**

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: **Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.**

- a. **Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.**
- b. **Analyze the importance of effective nonverbal communication skills in interpersonal relationships.**
- c. **Solicit and utilize feedback to build and maintain interpersonal relationships.**

Competency 2: **Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.**

Program Outcome Four: Ethics

Competency 1: **Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of**

**mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.**

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

**Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.**

Competency 2: Multicultural Awareness

**Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.**

Competency 3: Multicultural Knowledge

**Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.**

### **Course Format**

The course will involve readings, videotapes, case studies, discussions, 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, as well as doing in class presentations. This is a blended course format, so there will be online modules presented weekly, requiring student participation.

### **Required Reading:**

Johnson, S. (1994). *Character styles*. New York: W.W. Norton & Company.  
ISBN 0-393-70171-9

Marra, R. (2005). *Dialectical Behavior Therapy in private practice*. Oakland, CA: New Harbinger Publications. Paperback ISBN 1-57224-420-8

*Diagnostic and statistical manual of mental disorders: DSM-IV-TR*. Washington, D.C.: American Psychiatric Association.

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

**OR:** American Psychological Association (2005). *Concise rules of APA style*. Washington D.C.: American Psychological Association. ISBN 1-59147-252-0

For additional Writing Resources, see the page at the end of the syllabus.

### **Highly Recommended:**

Beck, A. T. (2004). *Cognitive therapy of personality disorders*, 2<sup>nd</sup> Ed.

Linehan, M. (1993). *Cognitive behavioral treatment of borderline personality disorder*. New York: The Guilford Press. ISBN 0-89862-183-6

### **Recommended Reading:**

Fairbairn, W. (1994). *Psychoanalytic studies of the personality*.

Guntrip, H. (1969). *Schizoid phenomena, object relations and the self*. International Universities Press.

Kohut, H. (2000). *The analysis of the self: A systematic approach to the psychoanalytic treatment of narcissistic personality disorders*. International Universities Press.

Masterson, J., & Klein, R. (1989). *Psychotherapy of the disorders of the self*. London: Brunner-Routledge

Ogden, T. (1989). *The primitive edge of experience*. New Jersey: Jason Aronson Publishers

Edward, J., Ruskin, N., Turrini, P. (1981). *Separation-individuation: Theory and practice*. New York: Gardner Press.

Winnicott, D.W. (1986) *Home is where we start from: Essays by a psychoanalyst*. Norton, W.W. & Company, Inc.

### **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**. Any lapse in attendance should be discussed with the instructor as soon as possible, and can jeopardize a student being able to pass the class.

**In- 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 as it relates to the course. Students are expected to

arrive for class and to return to the class after breaks on time. All cell phones and pagers should be turned off. Students are expected to use computers for notetaking purposes only.

**Online Participation:** It is important for students to participate online by posting at least twice weekly and meeting the assignments for that week's module. Online Participation runs from Monday 5:00 pm (when the new module is released) to Sunday Midnight EXCEPT for weeks immediately prior to on-campus classes where the deadline is earlier (see schedule, below). **Late postings are not read or reviewed by instructor.** Students should contact the instructor as soon as possible if for some reason they will be unable to post for the week. Points will be deducted for "not showing up for class" online. Missing three weeks or more can constitute failing the class.

### **Short Paper Assignment**

Email me an electronic version directly. DO NOT use the "drop box" on the class website. Put your name, and the assignment and class directly on the file: nameshortAdIn.doc

**Electronic version is due by 7:00 pm Friday, May 23**

**Write a one to two page paper which describes what dialectical behavioral therapy is.** Think in terms of how would you explain this form of therapy to someone who knew nothing about it? What are the distinguishing aspects of it? What is the difference between DBT and CBT? I understand that this will be your preliminary comprehension of DBT, based on the reading you have done (unless you have had prior exposure to it), and that your understanding will increase after our weekend of class, but put together the best explanation that you can.

In this paper, be sure to include the following:

#### **Using correct APA style:**

- 1) Cite a book (the required text for this class is acceptable)
- 2) Cite a journal article (look at the "library reference" section in the Course Home online, if you need some guidance to finding a relevant article)
- 3) Cite a website source (look DBT up on the internet and share with us something you find out)
- 4) Include a secondary citation
- 5) A) Provide a direct quote, using quotation marks (39 words or less)

B) PARAPHRASE THIS QUOTATION

6) A) Provide a different direct quote, as a **block quotation** (more than 39 words)

B) PARAPHRASE THIS QUOTATION

7) Include a Reference list, correct APA style.

8) Use the guide below, as well as checking out other Writing Resources in the Course Home Section online.

**The purpose of this assignment** is to share your findings, which can lead to a better discussion in class of what DBT is, how it differs from cognitive behavioral therapy and psychodynamic therapy, although it has elements of both. This short paper will also help you enhance your APA writing style, which will improve the grades you'll receive on your final research paper in this class (and other classes).

## **Research Paper**

Students may choose ONE of the following and are strongly encouraged to choose a theoretical orientation with which they are not familiar.

The purpose of this assignment is to challenge students to take their understanding of a theory to a new level, in terms of how it can be applied to doing adult individual therapy.

**Required number of references DOES NOT include class textbooks.**

STUDENTS NEED PRIOR APPROVAL FROM THE INSTRUCTOR FOR THEIR PAPER TOPIC.

This assignment will be discussed more in class.

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. Do NOT use wikipedia as a source. Students need prior approval by the instructor for their topics. Papers should be at least 8-10 pages **in APA format**, citing references correctly (this number does NOT include cover page and reference pages).

**NOTE: If a student chooses CBT as the theoretical orientation for the paper, then it should focus on its use for a personality disorder, unless other arrangements are made with the instructor.**

**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 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. Do NOT use wikipedia as a source. Students need prior approval by the instructor for their topics. Papers should be 8-10 pages **in APA format**, citing references correctly (this number does NOT include cover page and reference pages).

**OR:**

**C) A combination of a personal exploration and research paper.** Students can focus on 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. Do NOT use wikipedia as a source. Students need prior approval by the instructor for their topics. Papers should be 8-10 pages **in APA format**, citing references correctly (this number does NOT include cover page and reference pages).

Papers should be either double spaced or 1 ½ spaced, flush left, using a 5 spaced indentation for paragraphs. An abstract of the paper is NOT required. Use APA style for citation of all references. Refer to the APA Publication Manual for guidance (see recommended texts listed above). Proper spelling and grammar is

important.

**Papers are due Monday, June 29, noon.** Late papers receive a drop of half a grade for each day that they are late. Papers should be submitted online directly to [www.turnitin.com](http://www.turnitin.com) AND to [vbennett@argosy.edu](mailto:vbennett@argosy.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 510-217-4741.

Instructions for [www.turnitin.com](http://www.turnitin.com) : Go to the website, follow the instructions to create your user profile. **The name of the class is given as Advanced Individual. The password is: advanced The ID is 2708896**

**Oral Presentation:** Students will do a 15 minute, *well prepared*, presentation in class of the topics for their research papers. They are encouraged to 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.

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:**

- 30% Research Paper
- 20% Oral Presentation
- 10% Short Paper
- 15% In-Class Participation
- 15% Online Class Participation
- 10% Homework assignments

**Grading Criteria**

Criteria for grades for each requirement are as follows. Deduction in points are made for late papers equivalent to half a grade drop per day they are late.

Deductions are also made if papers are not APA style. Deductions will be taken for absences from classes and may result in a student having to retake the class.

**Final Paper and Online Presentation**

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.

NOTE: There are no “D’s” at AU graduate school

F = <70

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

Evidence of plagiarism OR paper not submitted

### **Oral In- Class Presentation**

A+=99+

Presentation clearly presents chosen theory, shows original thought, and provides excellent coverage of the material. Presenter is able to respond well to questions and discussion of topic and keeps to designated time frame.

A = 92 -98

Presentation provides excellent coverage of theory within designated time frame.

A- = 90-91

Presentation provides thorough coverage of material but may have missed a

minor aspect, or does not quite keep within time frame.

B = 80 - 89

Presentation is well thought out, but is missing a relevant component of the theory, does not keep to time frame, has some difficulty with questions or discussion of theory.

C = 70 - 79

Presentation is not well organize, or does not clearly describe theory. Student cannot address questions for discussion, does not keep to time frame. NOTE: There are no "D's" at AU graduate school

F = <70

Presentation is disorganized, student lacks key understanding of theory, does not keep to time frame, is not able to address questions for discussion

### **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

NOTE: There are no "D's" at AU graduate school

F = <70

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

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.

**APA Manual:** Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

The following outlines specifications for the papers: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page of text NOT the cover page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

**Professional Ethics:** Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

**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. **It is not ethical for a student to submit a research paper that was submitted in a different class. 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.

### **Academic Dishonesty/Plagiarism**

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student.

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, **Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty.** It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

**Scholarly writing:** The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **ADA Policy**

It is AU Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact Lewis Bundy, head of Student Services at AUSFBA.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student. The student is then responsible for presenting and discussing a copy of the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. Accommodations are not retroactive. Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

## **Class Schedule**

*Order of topics is subject to change.*

### **Online Modules:**

*There will be weekly online modules and class participation. The Modules run from Monday 5:00 pm through midnight Sundays. Weeks of on campus weekends have a posting due date on Fridays—see syllabus for times. In any module, posting deadlines may vary. Check in on Monday evening or Tuesday mornings to know the assignments and deadlines for that week's modules. Students must post within the designated deadlines. Some of the topics will be determined by student interests and what arises during the weekend classes. Late postings will not be read or counted by instructor.*

**Online Module I: May 11 - 17:** Introduction to the course, instructor and student introductions.

Begin reading Marra, R. (2005). *Dialectical Behavior Therapy in private practice*.  
Read entire book by the first weekend of class

**Online Module 2: May 18 - 24:** (Note that the final time for posting will be Friday 6:00 pm, since we will be in class on the weekend.)

Introduction to DBT

Read: Marra, R. (2005). *Dialectical Behavior Therapy in private practice*. Read entire book by the first weekend of class

### **FIRST WEEKEND**

May 23 -24

Read all of Marra, R. (2005). *Dialectical Behavior Therapy in private practice*

#### **Saturday, May 23**

9:00 -6:15 p.m.

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

#### **Sunday, May 24**

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

DBT Continued.

Cognitive Behavioral Therapy and DBT: specific techniques.

**Online Module 3: (Mon. 5/25 holiday) May 26 - 31**

Application of CBT and DBT

**Online Module 4: June 1 - 7**

Johnson's characterological-developmental model

**Online Module 5: June 8 - 14**

Guess that Character Style and other topics

**Online Module 6: June 15 - 21 (Note that the final time for posting will be Friday 6:00 pm, since we will be in class on the weekend.)**

Guess that Character Style and other topics

**SECOND WEEKEND**

**June 20-21**

**Readings due before this class:**

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

**Saturday, June 20**

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.

Student presentations

**Sunday, June 21**

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

Johnson's characterological-developmental model, continued.

Masterson's approach to the treatment closet narcissistic disorder.

Student presentations

**Summary and review. Student feedback**

**Online Module 7: June 22 – 29**

Course Wrap-Up

**Final Research Papers Due: Monday, June 29, noon.**

