I. COURSE PURPOSE

Building on the first year theoretical framework of ecological systems, the purpose of this course is to prepare the student for advanced clinical practice with adult individuals in varied settings with diverse populations. Practice skills are primarily rooted in the explanatory concepts of psychodynamic, cognitive, and behavioral theories as applicable within a multicultural context. Intervention skills are based on a strengths perspective which includes psychodynamic and cognitive-behavioral practice. We will also integrate mindfulness practice. Particular emphasis will be placed on application of theory with adult clients through didactic teaching, role-play, observation of DVDs, and classroom discussion.

II. EDUCATIONAL OBJECTIVES

1. Demonstrate mastery of theoretical concepts as applied to adult individuals.
2. Demonstrate mastery of reading material and ability to think critically.
3. Demonstrate skill in culturally competent interviewing.
5. Demonstrate skill in differential diagnosis as reflected in the appropriate usage of the DSM-IV-TR.
6. Demonstrate skill in the process and production of an Outpatient Treatment Report of an individual adult.
7. Demonstrate clinical skills within the process of psychosocial treatment.
8. Demonstrate awareness of the biases, omissions, and cultural limitations of individual psychodynamic theories.
9. Demonstrate ability to recognize and reflect upon issues of transference, countertransference, and vicarious trauma within a context of sensitivity to diversity.
10. Acquire an advanced level of knowledge of the use of the self as it impacts the client.
III. COURSE REQUIREMENTS

A. Required Text

B. Recommended Texts


C. Helpful Texts


D. Other Required Readings
There are other required readings listed for each week that come from scholarly journals. These articles are posted on Blackboard and can be accessed by going to [http://bb8.cua.edu](http://bb8.cua.edu). Students must login using their CUA username and password. Individual not enrolled in this course may not have access to the Blackboard page or readings.

E. Course Assignments

1. **Attendance and Class Participation**
   Students are expected to complete all assigned readings, attend class, and actively participate in all class exercises and discussions.

2. **Discussion Board Postings**
   Students are expected to post one question from the readings to the Blackboard Discussion Board no later than 12:00 pm the day of class. These will be used to guide discussion.

3. **Out Patient Treatment Report** (guidelines to be provided)
   Due Class 6.

4. **Scholarly Paper**:
   Choose one of the topics on the syllabus and write a scholarly paper on an aspect of the topic (speak with the professor first for approval). Follow the NCSSS guidelines for scholarly paper. For additional information, refer to the student handbook for requirements of a scholarly paper, and to the CUA website for links to APA style formatting. See handout for more detailed information. Due Class 9.

5. **In-class final examination** during Class 14.

F. Grading Policy
The assignments described above will be the basis for the final grade. Class participation will be graded on the basis of demonstration of knowledge and understanding of course content, accuracy, and contribution to class learning. Grades will be based on the extent to which students achieved course objectives as demonstrated by the quality of course assignments and class participation. The following weighting of course assignments will apply:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-Class Participation</td>
<td>15%</td>
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<tr>
<td>Discussion Board Postings</td>
<td>15%</td>
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<tr>
<td>Outpatient Treatment Report</td>
<td>15%</td>
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<tr>
<td>Scholarly Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Take-home Final Exam</td>
<td>25%</td>
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</tbody>
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Revised 6/27/11
G. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the
semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using
your CUA username and password. Additional, informal written or verbal feedback to the
instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations
Please refer to NCSSS Announcements or appropriate Program Handbook for Academic
Requirements, including scholastic and behavioral requirements. All written work should
reflect the original thinking of the writer, cite references where material is quoted or
adapted from existing sources, adhere to APA format, and should be carefully proof read
by the student before submission to the instructor for grading.

B. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by
those standards, and upholding them. Please refer to University Policy and appropriate
Program Handbooks.

C. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request
accommodations must identify with the Disability Support Services (DSS) and submit
documentation of a disability. If you have documented such a disability to DSS that
requires accommodations or an academic adjustment, please arrange a meeting with the
instructor as soon as possible to discuss these accommodations.
CLASS SCHEDULE

Class 1: Overview of the course and historical and philosophical roots of strengths based clinical practice, from the contributions of Freud to mindfulness

**Required Readings:**
Berzoff, Chapters 1, 2 & 3
Dobson, Chapter 1
Kottler & Carlson, Chapter 10
Siegel, Chapter 1
Welwood, Introduction

**Recommended Readings:**
Corcoran, Chapters 1 & 2
Yalom, Chapter 1

Class 2: Theoretical foundations of clinical practice with emphasis on psychodynamic theories of ego psychology, object relations, attachment theory and relational theory

**Required Readings:**
Berzoff, Chapters 4, 6, 8 & 9

**Recommended Readings:**

Class 3: Theoretical foundations of clinical practice with emphasis on cognitive and behavioral theories

**Required Readings:**
Dobson, Chapters 4, 6, 9, 10 & 11

**Recommended Readings:**
Class 4: Clinical assessment and initial interview: Addressing bio-psycho-social-spiritual concepts

**Required Readings**
- Bender & Messner, Chapters 1 through 6
- Berzoff, Chapter 12
- Lukas, Chapters 1, 2 & 13

**Recommended Readings**
- Yalom, Chapters 2 & 10

Class 5: Transference, countertransference, and projective identification

**Required Readings**
- Bender & Messner, Chapter 16
- Frederickson, Chapter 6, 7

**Recommended Readings**
- Yalom, Chapters 13 & 25.

Class 6: Identity differences in clinical theory and practice

**Required Readings**
- Berzoff, Chapter 9

**Recommended Readings**


**Class 7: Clinical assessment and intervention for borderline and narcissistic personality disorders**

**Required Readings**

Berzoff, Chapter 14

Corcoran, Chapter 15


**Recommended Readings**

Allen, Chapter 10


**Class 8: Clinical assessment and intervention for mood and affective disorders: Major depression & bipolar depression**

**Required Readings**

Berzoff, Chapter 15

Corcoran, Chapters 10 & 13
**Recommended Readings**

*Allen, Chapter 9*


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**Class 9: Clinical assessment and intervention for affective disorders: The anxiety cluster**

**Required Readings**

Berzoff, Chapter 16

Corcoran, Chapter 8


**Recommended Readings**


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**Class 10: Clinical assessment and intervention for Trauma and PTSD**

**Required Readings**

Berzoff, Chapter 17

Corcoran, Chapter 7


**Recommended Readings**

Allen, Chapters 1, 4, 7 & 13


**Class 11:** **Resistance, insight, and interpretation**

**Required Readings:**
Brandell, Chapter 8
Bender & Messner, Chapters 14 & 15

**Recommended Readings:**
Yalom, Chapters 25-32, 49.

**Class 12:** **Working through and termination**

**Required Readings:**
Brandell, Chapters 9 &14

**Recommended Readings:**
Bender & Messner, Chapter 17

**Class 13:** **Guest Speaker – Topic TBA**

**Class 14:** **In-Class Final Exam**

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