II. 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 and transpersonal theories as applicable within a multicultural context. Intervention skills are based on a strengths perspective which includes psychodynamic and cognitive-behavioral practice. Particular emphasis will be placed on application of theory with adult clients through didactic teaching, role-play, observation of videotapes, 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
4. Demonstrate skill in the engagement, assessment, and treatment of the adult from the perspective of bio-psychosocial-psychospiritual theories
5. Demonstrate skill in differential diagnosis as reflected in the appropriate usage of the DSM-IV-TR.
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 and countertransference 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 (If you can only buy one, buy this one)

Recommended Text (copy will be on reserve)
Bender, S., & Messner, E. (2003). *Becoming a therapist*. New York: Guilford Press.[listed as Bender] [referenced in five classes]

B. Helpful Texts (I own a copy of most and can lend it)

C. Course Assignments

1. **Take-home final** examination (to be given out two weeks before the end of the semester; due at the last class meeting).

2. **Out Patient Treatment Report** (guidelines to be provided)

3. Choose one of the following options:
   a. Choose one of the topics on the syllabus. Write a scholarly paper on an aspect of the topic. Follow guidelines for scholarly paper. Speak with professor and get approval of topic and directions for formatting a scholarly paper. For additional information, refer to the student handbook for requirements of a scholarly paper, and to the CUA web site for links to APA style formatting.
   
   b. Drawing on your field experience, prepare a psychosocial evaluation of an adult client. Then using at least five journal articles and/or other references, analyze your assessment theoretically and prepare an appropriate intervention plan. (7 - 9 pages)
   
   c. Prepare a psychosocial assessment on an adult character from ‘In Treatment’ As in (b) above, using at least five journal articles and/or other references, analyze your assessment theoretically and prepare an appropriate intervention plan (7-9 pages)
   
   d. Attend a workshop or conference outside of the university, a minimum ½ day. The workshop must relate to individual adult issues. Write an in-depth summary of topic treated at workshop/conference. Read at least five articles relating to this area and integrate the findings into the analysis of the workshop. Evaluate your learning at the workshop/conference and your reaction to the experience. Be critical in your conclusions (it was good/bad is not sufficient); consider both the content and format used. How does the workshop/conference compare with the literature you have reviewed? (7 - 9 pages)
   
   e. Other: design your own project. Approval of professor required.

D. Grading Policy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTR (due class 6)</td>
<td>5%</td>
</tr>
<tr>
<td>Paper Assignment (due in class 9)</td>
<td>40%</td>
</tr>
<tr>
<td>Take Home Final (due at last class)</td>
<td>40%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

E. Attendance and Participation

Students are required to attend classes and are expected to participate meaningfully in class discussions. The grade for attendance and participation may be/will be lowered unless the student notifies the instructor and requests an excused absence before the class.
F. 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 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. TOPIC: OVERVIEW OF THE COURSE AND HISTORICAL AND PHILOSOPHICAL ROOTS OF CLINICAL PRACTICE, EMPHASIZING THE CONTRIBUTIONS AND BASIC CONCEPTS OF SIGMUND FREUD.

Required Readings
Berzoff et al. Chapters 1, 2 & 3

Recommended Readings
Brandell, Chapters 1 & 2
Corcoran, Introduction
Yalom, Chapter 1

Class 2. TOPIC: THEORETICAL FOUNDATIONS OF CLINICAL PRACTICE WITH EMPHASIS ON PSYCHODYNAMIC THEORIES OF EGO PSYCHOLOGY AND OBJECT RELATIONS

Required Readings
Berzoff et al, Chapters 4, 5 & 6
Brandell, Chapter 3

Recommended Readings
Corcoran, Chapter 2
Goldstein, Chapters 1, 3 – 5

Class 3. TOPIC: APPLICATION OF PSYCHODYNAMIC THEORIES IN CLINICAL PRACTICE: WITH EMPHASIS ON ATTACHMENT AND TRANSPERSONAL THEORIES

Required Readings
Berzoff et al, Chapters 8 & 9
Recommended Readings

Cortright, Chapters 1 & 4
Goldberg et al, Chapter 3
Epstein, M. (2001). Introduction, Chapters 2, 3 & 5

Class 4. TOPIC: CLINICAL ASSESSMENT AND INITIAL INTERVIEW

Required Readings

Berzoff, Chapter 12
Brandell, Chapters 6 & 7

Recommended Readings

Bender & Messner, Chapters 1, 2, & 3
Frederickson, Chapter 1
Yalom, Chapter 2
Class 5. TOPIC: CLINICAL ASSESSMENT OF CLIENT IN CONTEXT OF BIO-PSYCHO-PSYCHO-SPRITUAL CONCEPTS

Required Readings

Bender & Messner, Chapters 4, 5 & 6
Griffith & Griffith, Chapters 1,2

Recommended Readings


Yalom, Chapter l0.

Class 6. TOPIC: RACE AND CULTURE IN CLINICAL THEORY AND PRACTICE

Required Readings

Berzoff et al, Chapter 9
Recommended Readings


Green, Chapter 5


Class 7. TOPIC; CLINICAL ASSESSMENT AND INTERVENTION FOR BORDERLINE, NARCISSISTIC, AND OTHER PERSONALITY DISORDERS

Required Readings

Berzoff et al, Chapter 14

Corcoran, Chapter 15


Recommended Readings


Stadter, Chapters 11 and 12


**Class 8. TOPIC; TRANSFERENCE, COUNTERTRANSFERENCE, AND PROJECTIVE IDENTIFICATION**

**Required Readings**
- Bardell, Chapters 4, 5
- Bender & Messner, Chapter 16
- Frederickson, Chapter 6, 7

**Recommended Readings**


9. TOPIC; CLINICAL ASSESSMENT AND INTERVENTION FOR MOOD AND AFFECTIVE DISORDERS: MAJOR DEPRESSION & BIPOLAR DEPRESSION

**Required Readings**
Berzoff et al, Chapter 15
Corcoran, Chapters 10,13

**Recommended Readings**

10. AFFECTIVE DISORDERS: THE ANXIETY CLUSTER

**Required Readings**
Berzoff et al. Chapter 16
Corcoran, Chapter 8

**Recommended Readings**
DuPont et al., selections.
Bentley & Walsh, Chapters 3 & 4

11. TOPIC; CLINICAL ASSESSMENT AND INTERVENTION FOR TRAUMA AND PTSD

**Required Readings**

Berzoff et al, Chapter 17


**Recommended Readings**


12. TOPIC: THE CONCEPTS OF RESISTANCE, INSIGHT AND INTERPRETAION

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

**Recommended Readings**
- Stadter, Chapter 8.
- Yalom, Chapters 1, 25-32, 49.

13. OUTSIDE SPEAKER
14. TOPIC: WORKING THROUGH AND TERMINATION

**Required Readings**

Brandell, Chapters 9 & 14


**Recommended Readings**

Bender & Messner, Chapter 17

Epstein, Conclusion.


Stadter, Chapter 8


*And we are done.... congratulations*