

PSY 790-02: PROFESSIONAL INTEGRATIVE SEMINAR

Fall 2024

MONDAY 12-2pm 9/10 & 11/12; Virtual

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Office: Kennedy 134

Office Hours: M: 10:30-12:30; TU: 12-2; TH: 12-2 (availability flexible outside these hours)

TECHNOLOGY EXPECTATIONS

- Regular access to a computer or laptop (PC or Mac)
- Broadband internet connection
- Ability to send and receive email and email attachments
- Ability to access Assumption College's and my personal website:
(<http://dradamvolungis.com/>)
- Ability to access Zoom
- MS Office, MS Excel, Adobe's Acrobat PDF Reader (available for free from
<http://www.adobe.com>)
- *Note: Please contact Information Technology for any internet/technology concerns. I cannot fix them for you. *Concerns regarding my website should be directed to me.*

COURSE DESCRIPTION & OBJECTIVES

This course is designed to facilitate the synthesis and integration of theory, practice, and research related to psychotherapy. Special attention will be paid to case conceptualization, treatment planning for specific presenting concerns, and the efficacy of psychotherapy. This course is intended to be a preparation for the oral examination taken at the end of your graduate career in the clinical-counseling psychology program. Students are directed to the **Oral Exam Guidelines** document for details on the purpose, aims, and procedures of the oral examination.

COURSE EXPECTATIONS

Brightspace, Dr. V's Website, & email: Course announcements (i.e., emails) will be made through Brightspace. All other information (e.g., supplemental documents) will be provided on my personal website: <http://dradamvolungis.com/>. It is expected that you check your email and my website frequently to ensure that you are up to date with all class material and information. Feel free to email me with any questions or concerns. On most weeks, I check my email on the following ("business") days: Monday-Friday. Although I typically reply to emails promptly (i.e., less than 24 hours), please give me 1-2 "business" days to reply.

Attendance: **The are two formal class meetings for this course: 9/10 & 11/12 @ 12-2pm.** You must attend both class meetings. Not attending a class meeting may result in receiving an Incomplete.

Zoom Etiquette: Both class meetings will be held remotely via use of Zoom. You are required to have your video activated during class meetings. Your "presence" in class is important because this will help everyone in this class (including the professor) get to know one another. Developing a sense of familiarity and community is important for the Clinical Counseling

Psychology program, and the active video feed is one way to accomplish this. You may use a virtual background if you wish but the background should not be distracting. The audio function should be muted during class meetings unless you are speaking. Additionally, please remain focused on the class meeting, not other tasks (e.g., checking email, texting, talking to someone in the room, eating a full meal). These behaviors are distracting and disrespectful to your peers.

Submission Policy & Late Assignments: **The are two assignments for this course: Oral Exam Paper Draft (due 10/20) and Oral Exam Paper Final (due 12/1).** These assignments must be submitted on time. Assignments not submitted on time may result in an Incomplete for the course. Please note that you will not be able to schedule and take your oral exam until you receive a Pass for the course.

IMPORTANT NOTES

Academic Honesty: Representing the work of another as your own is a violation of fundamental principles of truthfulness and an offense against the academic community. Academic dishonesty may result in the student failing the course, at the discretion of the instructor. Academic dishonesty includes cheating on examinations, as well as *plagiarism* (i.e., failure to credit properly the ideas, organization of material or phrasing of another, including the use of term paper or reference paper services). Submitting one's own work, in part or in whole, to more than one instructor without proper notification is also academically dishonest and subject to appropriate disciplinary action. *I reserve the right to utilize turnitin.com if there are concerns of academic dishonesty.* For more information, please consult Assumption College's Academic Honesty Police: <https://www.assumption.edu/wp-content/uploads/2019/01/GraduateStudentHandbook.pdf> (p. 16).

Students with Disabilities: Assumption College is committed to ensuring the full participation of all students in its programs. If you have a disability (or think you have a disability) and, as a result, need a reasonable accommodation participate in this class, complete course requirements, or benefit from the College's programs or services, then you should speak with me and contact Student Accessibility Services. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at: <https://www.assumption.edu/people-and-departments/organization-listing/student-accessibility-services>. *Students with disabilities are encouraged to contact me with any questions.*

METHODS of EVALUATION

1. Oral Exam Paper (100%).

- The goal of the paper assignment is to give you the foundation necessary for a successful oral exam presentation.
- Your paper should reflect the material that you reasonably would be able to present in approximately 45 minutes, which is the length of time of your oral exam presentation. You should expect that the entire oral exam will take an hour.
- Papers should be kept to a maximum of 20 pages. Exceedingly lengthy papers will need to be modified and condensed (by you) before being evaluated.
- You need to give your ideas sufficient depth, yet keep them within the time and page limit described. Accordingly, papers should be clear and concise.
- Final drafts must incorporate feedback from first draft. If not, you will receive an Incomplete for the course.

- Please note, direct quotations are not appropriate for this paper. Please read and interpret the sources that you are using for support, offer the information in your own words, and use an in-text (parenthetical) citation to identify the original source of the information.
- Papers must utilize APA formatting and be proofread for grammatical errors. Proper citation of the work of others is essential. Please see the 7th edition of the APA Publication Manual for guidance.
- As discussed in the **Oral Exam Guidelines** document, papers should contain five sections:
 1. Adaptive functioning: A description of approximately five theories that relate to human development and functioning with direct and indirect applications to an individual with adaptive functioning;
 2. Maladaptive functioning: Direct and indirect applications of the theories described in section 1 to an individual with maladaptive functioning;
 3. Case conceptualization: A case presentation of a specific client (past or present) that includes a case history, overview of initial assessment completed, case formulation that highlights CBT-related theories, especially those discussed in sections 1 and 2, precipitating and maintaining factors across social ecological systems, and strengths and assets.
 4. Treatment plan: Client's problem list as well as the identification of concrete and measurable goals to address presenting concerns. Each goal should include a description of the specific interventions you propose to carry out to meet each goal that considers client-specific factors.
 5. Empirical support: An overview of three empirical research articles that support some element of the treatment plan you describe in section 4.

GRADING SCALE

PASS or FAIL – You need to PASS to schedule and take your oral exam. I do give Incompletes if your final draft does not meet minimal standards. You cannot take your oral exam until this grade is changed to Pass.

PROJECTED COURSE OUTLINE

| <u>DATE</u> | <u>*Topic/Assignment*</u> |
|--------------------|---|
| <u>9/10/24</u> | First Class: Introduction, review of syllabus, and review of Oral Exam Guidelines |
| <u>10/20</u> | Oral Exam Paper Draft Due |
| <u>11/12</u> | Second Class: Review draft feedback and guidance for final draft |
| <u>12/1</u> | Oral Exam Paper Final Draft Due |

RECOMMENDED READINGS

This course has as its emphasis the preparation of our students for their oral presentation as the last step in earning their master's degree. As such, it is aimed at helping students integrate materials to which they have been exposed over their graduate careers. Students are encouraged to review the major texts they were assigned, especially those that were used for the personality, abnormal, and counselling courses. In addition, students are encouraged to become familiar with the chapters pertinent to their topic in the following texts as well as other reference volumes in the Beck Library (Kennedy 132) or D'Alzon Library.

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- Beck, A. T., & Haigh, A. P. E. (2014). Advances in cognitive theory and therapy: The generic cognitive model. *Annual Review of Clinical Psychology, 10*, 1-24.**
- Beck, J. S. (2011). *Cognitive therapy: Basics and beyond (2nd ed.)*. New York, NY: Guilford Press.**
- Evans, D.L., Foa, E.B., Gur, R.E., Hendin, H., O'Brien, C.P., Seligman, M.E.P., & Walsh, B.T. (2005). *Treating and preventing adolescent mental health disorders*. New York: Oxford University Press.
- Hofmann, S. G. (2014). Toward a cognitive-behavioral classification system for mental disorders. *Behavior Therapy, 45*, 576-587.**
- Hofmann, S. G., Asnaani, A., Vonk, J. J. I., Sawyer, A. T., & Fang, A. (2012). The efficacy of cognitive behavioral therapy: A review of meta-analyses. *Cognitive Therapy Research, 36*, 427-440.**
- Hunsley, J. & Mash, E.J. (Eds.). (2008). *A guide to assessments that work*. New York: Oxford University Press.
- Kazdin, A.E. & Weisz, J. R. (Eds.). (2010). *Evidence-based psycho-therapies for children and adolescents (2nd ed.)*. New York: Guilford Press.
- Lambert, M.J. (Ed.). (2013). *Bergin and Garfield's handbook of psychotherapy and behavior change (6th ed.)*. New York: John Wiley and Sons, Inc.
- Nathan, P.E. & Gorman, J.M. (Eds.). (1998). *A guide to treatments that work*. New York: Oxford University Press.
- Nathan, P.E. & Gorman, J.M. (Eds.). (2002). *A guide to treatments that work (2nd ed.)*. New York: Oxford University Press.
- Nathan, P.E. & Gorman, J.M. (Eds.). (2007). *A guide to treatments that work (3rd ed.)*. New York: Oxford University Press.
- Nathan, P.E. & Gorman, J.M. (Eds.). (2015). *A guide to treatments that work (4th ed.)*. New York: Oxford University Press.
- O'Donohue, W.T. & Fisher, J.E. (Eds.). (2009). *General Principles and empirically supported techniques of cognitive behaviour therapy*. New Jersey: John Wiley and Sons, Inc.
- Persons, J.B., & Davidson, J. (2010). Cognitive-behavioral case formulation. In K.S. Dobson (Ed.). *Handbook of cognitive behavioral therapies* (pp. 172-196). New York: Guilford Press.
- Tolin, D. F. (2010). Is Cognitive-behavioral therapy more effective than other therapies? A meta-analytic review. *Clinical Psychology Review, 30*, 710-720.**
- Wright, J.H., Basco, M.R., & Thase, M.E. (2006). *Learning cognitive-behaviour therapy*. Washington, D.C.: American Psychiatric Publishing.
- Volungis, A. M. (2018). *Cognitive-behavioral therapy: Theory into practice*. Lanham, MD: Rowman & Littlefield.**

*Please note that the above list is not exhaustive and merely serves as a starting point. Successful papers will incorporate support from sources outside of the resources listed here.

Right of Revision Statement: As professor of this course, I reserve the right to make changes to the syllabus as needed. It may be deemed pertinent to modify the syllabus as the class progresses through the semester. You will be informed of any changes as soon as possible, during class or via email and Brightspace.