COURSE OVERVIEW AND OBJECTIVES

This course will provide an overview of theories of counseling and psychotherapy. Students will receive training in the Core Foundation Counseling Skills that are essential for all approaches to therapeutic intervention. Theoretical and skills training in evidence-based therapeutic intervention strategies for working youth and their families will be a central focus of this course. Specific applications to practice in school settings will be delineated.

Objectives

- Understanding the central principles and contributions of the leading theories of counseling and psychotherapy, their strengths, limitations, and current relevance to school-based practice
- Development of initial competency in the Core Foundation Counseling Skills that are essential for effective counseling and therapeutic practice
- A summary review of core evidence-based interventions for children and adolescents
- Practice of empirically supported intervention skills for working with children and adolescents in school settings within individual, group, and parent conference formats
- Examination and critical review of the differential implementation of treatment strategies for specific childhood and adolescent disorders
- An understanding of systemic issues of paramount importance for successful intervention including intervention protocols that address family, school, and community contexts
- Exploration and skills training in psychoeducational models for systematic social, coping, and problem solving training of youth and parent training and the important role of skills training in social emotional curricula and the prevention of mental illness
- Exploration of multi-cultural issues relevant to school-based interventions for children and adolescents and their families
- Critical analysis of the limitations of current empirical research and practice in the treatment of childhood and adolescent psychological disorders
- Understanding of the principles of ethical counseling and psychotherapy practice particularly as it applies to the school setting

IDEA Objectives Linked to Course Evaluation

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course, i.e., Core Foundation Counseling Skills
- Learning fundamental principles, generalizations, or theories, i.e., Theories of Counseling & Psychotherapy
• Learning to apply course material (to improve thinking, problem solving, and decisions), i.e., Evidence-based Practice

PRIMARY NASP COMPETENCIES COVERED
Standard 2.1 Data-based Decision Making
Standard 2.2 Consultation and Collaboration
Standard 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
Standard 2.5 School-wide Practices to Support Learning
Standard 2.6 Preventive and Responsive Services
Standard 2.7 Family-School Collaboration Services
Standard 2.8 Diversity in Learning and Development
Standard 2.10 Legal, Ethical, and Professional Practice

REQUIRED TEXTS AND COURSE RESOURCES


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Recommended Text for Group Counseling


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Resource Texts and Readings for Evidence-based Interventions for Children and Adolescents


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Recommended Text for Practical Overview of Cognitive Behavior Therapy Approaches for Children and Adolescents


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Recommended Texts for Specific Disorders


ISBN 978-1-60918-201-4


ISBN 978-1-888805-22-2 [Coping Cat Program]


ISBN 978-1-888805-24-6

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**Recommended Texts and Readings for Family Focused and Systemic Interventions**


* Posted on Sakai

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**SOCIAL AND COPING SKILLS TRAINING RESOURCES**


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**Crisis Intervention Resource**

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**NOTE:** Most of the Recommended and Resource Texts are available through Water Library Reserve Section for students enrolled in both sections of this course.

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**CONCEPTUAL FRAMEWORK**

Loyola University Chicago School of Education (SOE) has adopted and embraced the conceptual framework: *Professionalism in the Service of Social Justice*. Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The SOE prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University’s SOE seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The SOE develops persons of conscience devoted to the service of others.

The faculty of the SOE seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to, and benefit from, the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will (a) know the subjects they teach and how to convey content of those subjects to learners; (b) engage in disciplined inquiry based on informed reason; (c) reflect on experiences of self and others; (d) consider alternative perspectives; (e) pursue a problem-solving orientation; (f) evidence respect for, and ability to respond to, differences in learners’ personal, social, economic and cultural experiences; (g) evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); (h) provide learning opportunities to support all learners’ intellectual, social, and personal development; (i) possess the knowledge and skills to teach all learners well and with rigor; (j) create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; (k) and maintain standards of professional conduct.

The research evidence is clear that disruptions in psychological health negatively impact all aspects of learning. Social/emotional learning standards have become an essential component of comprehensive curriculums to prepare students for healthy and fulfilling lives and full contributions to our communities. During this course, we will utilize this conceptual framework of *professionalism in the service of social justice* as a lens to focus therapeutic protocols that provide evidence-based interventions for all students. Skills training in empirically supported intervention strategies for the benefit of students’ social/emotional/behavioral health enhances learning and facilitates socially-just educational opportunities for students. We will cover state-of-the-art professional practices that are being employed to assist youth from diverse backgrounds in achieving their full potential.
DIVERSITY AND CULTURALLY COMPETENT PRACTICE
In concert with the mission statement for the SOE, faculty, academic activities, and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity and multicultural competency for consultation and intervention are central course goals. There will be specific class activities and readings addressing this domain. The development of professional skills, ethical data-based decision-making, and multi-cultural and diversity sensitive therapeutic strategies to meet the changing needs of a diverse population in public schools is a core value referenced throughout the course. Specific attention will be focused on collaborating with families from a variety of cultural backgrounds and diverse family structures.

CLASS COMMUNICATION
Sakai and Loyola account emails will be the main method of communication with students enrolled in this course. Since Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

DISPOSITION
Professional demeanor, suitability for practice, as well as attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation. Dispositions will be addressed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions including professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

ACADEMIC HONESTY
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:
http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning
students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:
http://www.luc.edu/sswd/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
www.luc.edu/ethicsline

TECHNOLOGY
Technology will be utilized in student products and instructor presentations. The emergence of technology supported (“e-intervention”) assessment and intervention strategies will be addressed.

MAJOR COURSE ASSIGNMENTS AND EVALUATION*

Class Contribution
This class will require solid preparation and active participation for the benefit of the learning process for all class participants. Each student is a key contributing member within our “community of learners”. Attending class, being prepared by completing all assigned readings, making presentations when required, actively participating in all discussions and activities, and challenging yourself to develop core counseling skills are all essential aspects of your learning in this class. Counseling skills training will require participation as counselor and client in multiple training exercises. Conscientious and focused participation in these skill building activities is critical for your development and that of your classmates and eventually for the benefit of your clients. Evaluation of the quantity and quality of student participation in these activities will constitute “class participation” points. Class attendance is critical. The kinds of experiences you will receive in class are not ones that can be “made up” or compensated for by any amount of reading or writing of papers. (125 points)

Brief Practice Activities
Periodically students will complete short practice activities outside of class to reinforce learning. These will include structured reflections on readings regarding various theories of counseling and psychotherapy, trying out therapeutic “homework” assignments that might be assigned to clients, and workbook-like exercises to enhance core skill acquisition. (125 points)

Summary Research Paper and Presentation regarding Empirically-supported Treatment Protocols for One Targeted Disorder or Symptom Manifestation
The contemporary evidence-based focus in psychology strives to link assessment to intervention. The result is that empirically supported treatments are defined for specific disorders or symptom presentations, e.g., ADHD, depression, anxiety, etc. This assignment will provide an opportunity for a
more in-depth analysis of Evidence-based Treatment Protocols for a specific disorder or symptom manifestation with special attention to implementation in a school environment. The paper should summarize symptoms, assessment, developmental factors, therapeutic strategies, instructional/curricular interventions, family/parent components, crisis intervention considerations, and, when appropriate, management of resistance and barriers to treatment. The paper should be 10 to 15 pages double-spaced in APA format. Possible resources are delineated in the Syllabus section titled Recommended Resources for Specific Disorders and most of these are available on reserve in the Water Tower Library. In addition, to a typed submission, a brief summary will be presented to the class. This overview presentation should distill critical points into a small number of PowerPoint slides and include a demonstration of one specific intervention strategy. Areas of individual interest will be identified and divided up among class participants near the beginning of the course to ensure broad coverage of the most current empirical literature. (200 points; paper due 2/23, presentations begin 2/26, individual schedule TBA)

Counseling Foundation Skills Sample

The focus of this assignment is the demonstration of core foundation counseling skills that are essential for all therapeutic relationships. These include active listening; direct communication or “I-messages”; probing or open-ended questioning; summarizing; checking for understanding; linking experiences, feelings, thoughts, and behaviors; challenging perceptions, behaviors, or underutilized strengths; solution generating; and behavior planning.

Each student will video record a brief segment (approximately 15 interchanges) of a counseling session with a designated classmate client. In addition to the recording, the student counselor will provide an observation or review sheet which identifies skills demonstrated during the interview in the context of a partial transcript. Consistent with the confidentiality requirements of this course, the Instructor and all students will delete video samples after completion of the course. (250 points; due 3/11 by electronic submission)

Integrative Case Conceptualization Utilizing the Self-Understanding Model (SUM)

The Self-Understanding Model (SUM) provides an organizing framework for conceptualizing problems and intervention targets. SUM integrates the various elements of cognitive and behavioral approaches. Combined with an analysis of systemic and contextual factors, it provides an initial framework for understanding the client and selecting intervention strategies. It is a framework for social emotional learning curriculum; social, coping, and problem-solving skills training; and targeted therapeutic intervention. For this assignment student counselors will interview a classmate client about an emotionally valenced experience or an area of personal concern, work with the client to identifying the various SUM components, delineate relevant systemic factors, and outline potential intervention strategies to be considered within each SUM domain. The written product will be a succinct summary in outline form of each SUM domain and systemic factor followed by the potential intervention strategies addressing that domain. (150 points; due 4/7)

Class Presentation and Training Demonstration of an Individual or Group Training Program/Manual

In pairs and trios assigned by the instructor, students will research and present an outline of a specific systematic training program or manual from one of the following areas: a systematic social, coping, or problem solving intervention program, (e.g., Skillstreaming, I Can Problem Solve, Think Good-Feel Good); a parent training program (e.g., Patterson’s for parents of children with externalizing disorders or Fristad’s for parents of children with mood disorders); a specialized treatment program (e.g., Aggression Replacement Training, Coping Cat, Coping Power); or a specific intervention strategy, (e.g.,
social stories, mindfulness, structural family therapy). The presentation should include a small number of PowerPoint slides, a handout, and demonstration of a sample training exercise. Areas of individual interest will be identified and divided up among class participants early in the course to avoid duplication and ensure broad coverage of the most current empirical literature. (150 points; presentations begin 4/16, schedule TBA)

*NOTE: in consultation with the Instructor, assignments can be modified to address target populations to be served by students from Higher Education Program.

Scoring rubrics and specific guidelines for assignments will be posted on Sakai, emailed, and/or distributed in class. Due dates are noted in the “Course Calendar” but may be subject to change depending on progress of class.

Grades in the course will be assigned as follows:

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<tr>
<th>Total Points Earned</th>
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<td>930-1000</td>
<td>93-100</td>
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<td>900-929</td>
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<td>A-</td>
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<td>870-899</td>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>830-869</td>
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<td>B</td>
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<tr>
<td>800-829</td>
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<tr>
<td>770-799</td>
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CONFIDENTIALITY
A key ethical principle of counseling practice is maintaining confidentiality of client contacts and self-disclosures. This principle protects the privacy of clients and supports the establishment and maintenance of a trusting therapeutic relationship. Exceptions are limited to very specific circumstances which will be reviewed in class such as danger to self or others, child abuse, or valid court orders. This ethical and professional principle of confidentiality will be applied to counseling practice exercises and group discussions that will be central training activities in this course. Within the class context, classmates may disclose personal life information. Any personal disclosures made in class or in any class related training activity must be kept strictly confidential and must not be repeated outside of the classroom. Violation of this principle of confidentiality may result in grade penalties, withdrawal from the course, or further disciplinary actions from the graduate program.

CONTACTING THE INSTRUCTOR
I encourage you to contact me regarding any questions, concerns, suggestions, difficulties, or challenges that may arise during the course. I check my email frequently. While I do not have an office on campus, I can arrange to meet with you or provide an extended phone or video conference. Our collaboration with each other and the other learners in this class should make this a profitable learning experience.
THEORIES OF COUNSELING AND PSYCHOTHERAPY

COURSE OUTLINE AND CALENDAR

1/15: #1
Introductions and Course Overview
  • Introductions
  • Course Overview
    o Central focus, goals, objectives
    o Skills training
    o Readings
    o Assignments
    o Requirements
    o Confidentiality and ethics
Introduction to Core Foundation Counseling Skills
  • Interpersonal skills essential for counseling within all theories and frameworks

Reading Assignment: Syllabus

1/22: #2
Framework for School-based Counseling, Therapy, and Psychoeducational Interventions
  • Children’s mental health needs and the intervention role of school psychologists
  • Developmental perspectives of assessment and intervention
  • Evolution of Evidence-based Interventions (EBI) for youth
  • Interventions for family, school, and community contexts
  • Psychoeducation and prevention: Systematic/developmental social/coping/problem solving skills training – delivered at “Point of Performance”
  • Interpersonal focused interventions including group therapy and skills training approaches
  • Implications for practice because children are frequently involuntary “assigned clients”
  • Ethical practice
  • Multi-cultural and diversity perspectives
Core Foundation Counseling Skills
  • Attending, active listening, empathic communication, checking for understanding

Readings:
  • Corey, 3
  • Egan, Chapters 1, 3, 4, 8

1/29: #3
Core Foundation Skills, continued
  • Clarifying, probing, open-ended questions; direction communication (“I-messages”); positive similarity self-disclosure
The Self-Understanding Model (SUM): an Integrative Model for Linking Experiences, Physical Reactions, Feelings, Thoughts, Behaviors, and Context
• Framework for understanding human experience, developing self-awareness, promoting self-efficacy, and enhancing social emotional learning
• Organizational schema for intervention planning
• Interventions for individual and context
• Using SUM as Case Conceptualization Model: CB/Systemic Therapy

Readings:
• Egan, Chapters, 5, 6, 7, 9
• Kapp-Simon, K., & Simon, D. The Self-Understanding Model – posted on Sakai

2/5: #4
Humanistic/Person-Centered Therapies
• Rogers’ “essential conditions” in relation to “Core foundation Skills”

Core Foundation Skills, continued
• Challenging perceptions, behavior, and underutilized strengths; solution generating; behavior planning

Cognitive Behavioral Therapy (CBT)
• Psychoeducational framework
• Integration of social, coping, and problem-solving skills
• Self-awareness, self-instruction training, and stress management

Readings:
• Egan, Chapters 10, 11, 12, 13, 14
• Corey, Chapter 7, 10
• Creed et al., 1

2/12: #5
Cognitive Behavior Therapy, continued
• Collaborative empiricism
• Guided discovery
• Therapeutic Socratic dialogues
• Cognitive restructuring

CBT Therapeutic Skills Training
Rational Emotive Therapy

Readings:
• Friedberg et al., 1 through 4
• Creed et al., 2, 3

2/19: No Class -- National Association of School Psychologists Annual Conference
ASSIGNMENT DUE: Summary Research Paper and Presentation regarding Empirically-supported Treatment Protocols for One Targeted Disorder or Symptom Manifestation [2/23]

2/26: #6
CBT and Internalizing Disorders
  • Depression
  • Anxiety
  • Exposure therapies
Begin presentations on EBI Research Paper [Schedule TBA]

Readings:
  • Friedberg et al., 5 through 8

3/5: Spring Break – No Class

3/12: #7
Behavior Therapy
  • Disruptive disorders: ADHD, CD, ODD
  • Contingency management: parent training and environmental structuring
Reality Therapy
Adlerian Therapy
  • Dreikurs’ focus on goals of behavior and natural and logical consequences
  • Parent training programs
Solution Focused Therapy

Readings:
Corey, Chapters, 5, 9, 11
Creed et al., 4 [Behavioral techniques]

ASSIGNMENT DUE: Counseling Foundation Skills Sample [electronic transmission by 3/11]

3/19: #8
Dialectical Behavior Therapy
  • Mindfulness and dialectics
  • Working with suicidal adolescents
  • Working with adolescents experiencing multi-problems
Psychodynamic Therapy
  • Impact of personal history and developmental factors
  • Importance of personal insight

Readings:
  • Corey, 4
  • Creed et al., 5
3/26: #9

**Family Therapy**

- Systemic approaches: interventions for individual in context
  - Minuchin’s foundations for Structural Family Therapy
  - Multicultural issues (Falicov), McGoldrick

**Readings:**

- Corey, 14

4/2: #10

**Family Therapy, continued**

- Structuring school parent conferences as brief family therapy interventions
- Structured home-school contracts to influence student and family system change

**Substance Abuse Interventions**

- School-based interventions
- Empirically supported systemic interventions

**Reading:**

- Simon, D. “*Parent Conferences as Therapeutic Moments*” – posted on Sakai

4/9: #11

**Crisis Intervention**

- Application of Core Foundation Counseling Skills to Crisis Management, De-escalation, and Problem-solving

**Reading:**


**ASSIGNMENT DUE:** Integrative Case Conceptualization Utilizing the Self-Understanding Model (SUM)

4/16: #12

**Group Counseling Skills**

**Systematic Social, Coping, and Problem Solving Training**

- Core curriculum for all students
- Selected but targeted intervention strategies at Tier 2 RtI Level
- Purposeful applications within IEPs

**Class Presentations and Training Demonstrations of an Individual or Group Training Program/Manual**
Readings:

**ASSIGNMENT DUE:** Begin **Training Demonstrations of an Individual or Group Training Program/Manual** – schedule TBA

4/23: #13
Class Presentations and Training Demonstrations of an Individual or Group Training Program/Manual, continued [schedule TBA]

Integrative approaches, Technical Eclecticism, and Manualized Treatments: compatible or contrary
- Egan, Corey, Ivey – Integrative Approaches
- Arnold Lazarus -- Technical eclecticism
- Philip Kendall – EBI “Fidelity with flexibility”
- Bruce Chorpita – Modular Approaches
- Doug Breunlin – Metaframeworks

**Reading:** Corey, 15

4/30: #14  (During Final Exam Week)
Class Presentations and Training Demonstrations of an Individual or Group Training Program/Manual, continued [Schedule TBA]

**EBI in Schools: Cognitive/Behavioral/Systemic Model**
Discussion: Summary Reflections and Integration
Course Review and Feedback