



THEORIES OF COUNSELING AND PSYCHOTHERAPY

CPSY 423 - Section 001

Graduate Course

Fall 2017

Instructor Information

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Course Information

Time: Tuesdays 1:00-3:30 pm

Classroom: Corboy Law Center #204

Course Description

This course examines major theories of counseling and psychotherapy in a culturally-diverse society, with an emphasis on school-based work with children and adolescents.

Course Objectives

At the completion of this course, students will be able to:

- Understand, explain and evaluate the central principles and contributions of the leading theories of counseling and psychotherapy, including their strengths, limitations, and current relevance to school-based practice
- Demonstrate initial competency in the core helping skills that are essential for effective counseling and therapeutic practice
- Articulate an emerging theoretical orientation to counseling and psychotherapy
- Apply the principles of major theories to potential client problems
- Critically analyze the strengths and limitations of current empirical research and practice in the treatment of childhood and adolescent psychological disorders
- Understand the principles of ethical and multicultural counseling and psychotherapy practice, particularly as it applies to the school setting

IDEA Objectives Linked to Course Evaluation (*Essential*)

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply course material (to improve thinking, problem-solving, and decisions)

Link to the IDEA Course Evaluation: Students can complete the IDEA course evaluation online. The link to the IDEA Campus Lab website is: <http://luc.edu/idea>.

Primary NASP Competencies Covered in this Course

- 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 Promote 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

Conceptual Framework

The School of Education (SOE) at Loyola University Chicago has adopted and embraced the conceptual framework – ***Social Action through Education***. This means that the SOE prepares its students to be critical thinkers, that are competent in the exercise of professional skills, show a commitment to respecting diversity, embrace social justice, and recognize that education is a life-long process. The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). The SOE works to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

Throughout this course, we will use the conceptual framework of *Social Action through Education* to guide our learning and work. We will consider how different theories of counseling and psychotherapy contribute to the goals of equity and justice, including critically evaluating how different approaches impact issues of disproportionality, access, and resilience. Students will be asked to consider how the delivery of mental health services within schools furthers the goals of social justice. This course will also involve student reflection about their own values, upbringing, and personal and professional experiences, with the goal of helping students develop the self-awareness and knowledge necessary to become school psychologists engaging in social action.

In concert with the conceptual framework, faculty, academic activities, and learning environments will be sensitive to and driven by individual, cultural, social and economic diversity awareness and respect. Diversity and multicultural competency for counseling, consultation, and intervention are central course goals. There will be specific class activities and readings addressing this domain. Additionally, the development of multi-culturally sensitive and appropriate professional and therapeutic skills to meet the needs of diverse populations of students and families in public schools is a core value of this course.

Dispositions

In this course you will be assessed on the student dispositions of: ***Professionalism, Inquiry, and Social Justice***. These dispositions are evaluated to ensure that students are making adequate progress, not only in their academic performance, but also in their development as a professional school psychologist. Detailed information about the dispositions and a rubric for evaluating student dispositions can be found in the Student Handbook and on your LiveText page.

Required Texts

1. Corey, G. (2016). *Theory and practice of counseling and psychotherapy (10th ed.)*. Belmont, CA: Brooks/Cole Cengage Learning. ISBN: 9781305263727
2. Egan, G. (2014). *The skilled-helper: A problem-management and opportunity-development approach to helping (10th ed.)*. Belmont, CA: Brooks/Cole Cengage Learning. ISBN-10: 1285065719 ISBN-13: 9781285065717
3. Simon, D.J. (2016). *School-centered interventions: Evidence-based strategies for social, emotional, and academic success*. Washington, D.C.: American Psychological Association Press. ISBN-10: 1-4338-2085-4 ISBN-13: 978-1-4338-2085-4
4. Additional assigned readings will be available through the Sakai course page or the Loyola Water Tower Library course reserves

Course Assignments

Note: More detailed instructions and grading rubrics will be provided on Sakai and/or in class for most course assignments listed below.

Class Participation: 5%

Successful learning in this course depends greatly on student participation and preparation. You are expected to attend class; complete readings prior to class; and participate in class activities, discussions, role plays, and skill development exercises. In order to learn the core helping skills of counseling, you will be expected to participate as a 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 that of your clients). Evaluation of the quantity and quality of your participation in class discussions, presentations, and skill building activities will constitute class participation points. (5% of total grade; 50 points)

Student-Led Class Discussion: 10%

Each student will select one theory covered in the course and lead a 15-20 minute class discussion on the topic. For this assignment, you are expected to conduct a thorough reading of the chapters/articles assigned for the week you are presenting and prepare 3-5 discussion questions/activities to stimulate deeper thinking about the topic. Your grade for this assignment will be determined based on preparation, quality of the questions/activities (demonstrate critical thinking and creativity), and ability to engage the class for 15-20 minutes. Students will sign-up for class discussion time slots during the 2nd week of class. (10% of total grade; 100 points).

Weekly Reflection Journals: 20%

Research has shown that we learn better when we spend time reflecting deeply on the things we read, listen to, and participate in. To help facilitate your understanding of the course material, you will be asked to submit brief (250-500 word) journal reflections throughout the semester. I will post the journal reflection prompts on Sakai by the end of each class period. Your responses will be submitted through Sakai and are due by midnight (11:59 pm) on the Sunday before the next class (see course schedule for specific dates). Reflections will take different forms, including (but not limited to):

- reactions and critical thinking regarding the course readings
- analysis of videos or podcasts related to course content
- completing and reacting to an assessment, activity, or counseling “homework assignment”

- personal self-reflection related to course content and readings
- development of one's personal theoretical orientation to counseling/psychotherapy

Each journal entry will be worth 10-50 points (exact point values will be listed on Sakai for each week) for a total of 200 points over the course of the semester. (20% of total grade; 200 points).

Core Helping Skills Demonstration Video: 15%

In this course, you will learn and be asked to demonstrate the core helping skills that are foundational to all therapeutic relationships, regardless of one's theoretical orientation. It is expected that you will continue to improve and build upon these helping skills as you progress as a graduate student and counselor. The core skills taught in this class are: active listening, direct communication (I messages), probing and open-ended questions, summarizing, checking for understanding, linking experiences-thoughts-feelings-behaviors, challenging perceptions and behaviors, solution generating, and behavior planning.

Each student will record a brief segment (approximately 15 interchanges) of a mock counseling session with a designated classmate. The "client" will select a minor worry, challenge, or difficult experience that they are comfortable discussing for the purposes of the assignment. The "counselor" will use the skills learned in class to conduct a brief counseling session focused on the worry/challenge the "client" has selected. The "counselor" is not expected to solve the problem in this short period of time, or for the session to be "perfect" (there is no such thing!), but simply to demonstrate their current skills and abilities. In addition to submitting the recording, you will provide a transcript (abbreviated) of the session, in which you identify/label the counseling skills used. A one paragraph reflection will also be written and submitted with the transcript, which discusses what went well, what you would have liked to have done differently, and what you would try to accomplish in a second session with the "client." Consistent with the confidentiality requirements of this course, the instructor and all students will delete video samples after completion of the course. (15% of final grade; 150 points).

Evidence-Based Intervention (EBI) Resource Summary & Presentation: 15%

As a profession, school psychologists believe in the importance of implementing empirically supported strategies and protocols. Based in a scientist-practitioner model we are concerned with practice that is informed by science. Thus, it is important that students in this course familiarize themselves with prominent evidence-based interventions (EBIs) for children and adolescents. The *School-Centered Interventions* (Simon, 2016) text for this course summarizes EBIs for the principal symptom patterns encountered in work with children and adolescents and details implementation in schools. It references a wide number of empirically supported approaches. A comprehensive list of EBIs appropriate for this assignment will also be posted on Sakai. For this assignment, in pairs, students will select one of the approved EBIs and create a 2-page resource guide for their classmates on the intervention. The resource guide will include the following sections:

- name of intervention/protocol and primary researchers/creators
- symptom and population targets
- theoretical and empirical foundations for the intervention approach
- core strategies used
- intended length/duration; format (group, family, individual)
- summary of research findings on effectiveness of intervention
- 2-3 resources/citations

You and your partner will also prepare a 10-minute presentation for the class that: (1) briefly describes the central tenets of the EBI (~3 minutes), and (2) demonstrates a core intervention strategy from the EBI (~7 minutes). To ensure that a breadth of EBIs are covered, students will submit their top 3 EBI preferences to me during the 3rd week of class; I will create pairs based on shared interests and make final EBI assignments by the 4th week. (15% of final grade; 150 points)

Final Theoretical Orientation Paper: 35%

In this course, you will learn about and critically analyze the major theoretical orientations in the field of counseling and psychopathology, with a specific focus on theories relevant to work with children and adolescents. The content of this course should help you begin to think about what your own theoretical orientation to counseling is. Of course, your theoretical orientation is only just emerging and it is expected that it will change and develop as you work with clients during practicum, internship, and throughout your career. In an effort to help you reflect on your emerging theoretical orientation, and how that orientation impacts case conceptualization and treatment, you will write an 8-10 page reflection and case conceptualization paper. The paper will be divided into three parts:

Part 1 - What theoretical orientations discussed in class most resonate with you? Why? How do you think your personal values and experiences impact the theories that you are drawn to? How does empirical evidence and scientific evaluation impact your preferences? *You will pick one of these preferred orientations to apply to a provided case study.*

Part 2 – Conceptualize the case example provided to you from the lens of the theory you have selected. Specifically, answer the following questions based on that theory:

- What is causing this client's problems?
- What are the goals of therapy? What goals do you have for this client?
- What are the mechanisms of change? In other words, what causes someone to change? What will cause/needs to happen for this client to change?
- What are the roles and functions of the counselor/therapist? What do you need to do as the counselor to help this client change? What specific interventions or techniques will you use?
- What are the roles and functions of the client? What does the client need to do to change? What is expected of them in (and outside of) counseling/therapy?
- How are cultural factors (race/ethnicity, SES, language, religion, etc) considered within this framework? What cultural factors would you attend to with this client?
- How will you know that therapy has been successful? When will the client be ready to discharge?

Part 3 – Reflect on the strengths and limitations of the theory you chose. What populations do you think this approach will work best with? Not as well with? How well does this theory fit within school-based mental health work? Personally, do you feel this single theory is sufficient for your future mental health work? If not, what other theories would you consider integrating with it and why?

The paper will be written in APA style. It should be 8-10 pages in length, 12 point font, 1 inch margins. You must properly cite all sources used and include a reference section. Papers will be submitted electronically through Sakai during finals week. (35% of final grade; 350 points).

Grade Breakdown

Participation:	50 points
Student-Led Discussion:	100 points
Weekly Reflection Journals:	200 points
Core Helping Skills Video:	150 points
EBI Resource Summary:	150 points
Theoretical Orientation Paper:	350 points
Total Points:	1,000 points

Points	%	Letter Grade
930-1000	93-100	A
900-929	90-92	A-
870-899	87-89	B+
830-869	83-86	B
800-829	80-82	B-
770-799	77-79	C+
730-769	73-76	C
700-729	70-72	C-
670-699	67-69	D+
630-669	63-66	D
600-629	60-62	D-
<600	<60	F

Course Policies

Communication Protocol: Email is the best way to reach me. I will make every effort to get back to you within 24 hours on week days and 48 hours on weekends. I am also frequently on campus in my office (Lewis Towers 1147) and you are welcome to try to find me there. I am happy to speak with you about questions, concerns, suggestions, difficulties or challenges that may arise during the course. You are also welcome to reach out to the course TA (Scott Zwolski) by email; please cc me (amayworm@luc.edu) on all of your emails to Scott. Any technology issues should go to Loyola's HelpDesk.

Attendance: Students are expected to attend all classes and participate in class discussions and activities. As graduate students, I expect that all of you will engage deeply with the course readings and come to class ready to contribute. If you need to miss a class, please email me as soon as possible. I will work with students on a one-on-one basis to determine if the absence is excused, and what (if any) additional assignments will need to be completed to make-up for the lost instruction time. It is important to note that much of the learning that occurs in this class is experiential in nature and is difficult to compensate for through readings or assignments outside of the classroom.

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 and child abuse. **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. Violations of this principle of confidentiality may result in grade penalties, lower evaluations on SOE dispositions, or further disciplinary action from the graduate program.

Class Conduct: One important aspect of professional development as a school psychologist is learning to respect the rights and opinions of others, as well as how to disagree effectively and respectfully. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Special Circumstances

Receiving Assistance: Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (<http://www.luc.edu/sswd/>).

Students with Disabilities: Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Services for Students with Disabilities (SSWD), located in Sullivan Center, Suite 117. Students will provide professors with an accommodation notification from SSWD, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. For more information or further assistance, please call 773.508.3700.

Title IX Notification: Loyola University Chicago seeks to provide an educational environment based on mutual respect that is free from discrimination and harassment. In order to meet our commitments to equity and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, faculty and staff members are required to report disclosures of sexual violence made to them by students.

Student Support Resources:

- ITS HelpDesk: helpdesk@luc.edu or 773-508-4487
- Library - Subject Specialists: <http://libraries.luc.edu/specialists>
- Services for Students with Disabilities: <http://www.luc.edu/sswd/>
- Writing Center: <http://www.luc.edu/writing/>
- Ethics Hotline: <http://luc.edu/sglc/aboutus/> or 855.603.6988

Statement of Intent:

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

COURSE OUTLINE AND CALENDAR

Week	Date	Class Topic	Readings Due	Assignments Due
1	8/29	<ul style="list-style-type: none"> • Introductions • Course Overview • Self as Counselor 	<ul style="list-style-type: none"> • Syllabus 	
2	9/5	<ul style="list-style-type: none"> • Theories of counseling intro • Evidence-based interventions • Ethical and legal issues in counseling children • Introduction to core helping skills 	<ul style="list-style-type: none"> • Corey: Ch 2 (pp. 28-34) • Simon: Ch 1-2 • Ethical/Legal Issues with Children – pdf on Sakai 	Submit reflection response on Sakai by 11:59 pm Sunday before class (9/3)
3	9/12	<p>Theory:</p> <ul style="list-style-type: none"> • Humanistic/Person-Centered • Rogers’ “essential conditions” <p>Practice:</p> <ul style="list-style-type: none"> • Attending • Active listening • Empathic communication • Checking for understanding 	<ul style="list-style-type: none"> • Corey: Ch 7 • Egan: Ch 2-4 	Submit reflection response on Sakai by 11:59 pm Sunday before class (9/10) <i>Student Discussant:</i> _____
4	9/19	<p>Theory:</p> <ul style="list-style-type: none"> • Psychoanalytic/dynamic <p>Practice:</p> <ul style="list-style-type: none"> • Clarifying • Probing • Open-ended questions • Direct communication • Self-disclosure 	<ul style="list-style-type: none"> • Corey: Ch 4 • Shedler (2010) – article on Sakai • Delgado (2008) – article on Sakai <p>Egan: Ch 5</p>	Submit reflection response on Sakai by 11:59 pm Sunday before class (9/17) <i>Student Discussant:</i> _____
5	9/26	<p>Theory:</p> <ul style="list-style-type: none"> • Adlerian • Existential • Gestalt <p>Practice:</p> <ul style="list-style-type: none"> • Challenging • Solution generating • Behavior planning 	<ul style="list-style-type: none"> • Corey: Ch 5, 6, 8 • Egan: Ch 6-7 	Submit reflection response on Sakai by 11:59 pm Sunday before class (9/24) <i>Student Discussant:</i> _____
6	10/3	<p>Theory:</p> <ul style="list-style-type: none"> • Behavioral <p>Practice:</p>	<ul style="list-style-type: none"> • Corey: Ch 9 • Simon: Ch 4, 5, 9 	Presentations & Resource Summaries for externalizing EBIs due

		<ul style="list-style-type: none"> EBIs for externalizing disorders (ADHD, disruptive behavior) EBIs for autism <p>EBI Resource Summary Presentations</p>		<p><i>Student Discussant:</i></p> <hr/>
7	10/10	No class meeting (Fall Break)		
8	10/17	<p>Theory:</p> <ul style="list-style-type: none"> Cognitive Behavioral <p>Practice:</p> <ul style="list-style-type: none"> EBIs for internalizing disorders (anxiety, depression) <p>EBI Resource Summary Presentations</p>	<ul style="list-style-type: none"> Corey: Ch 10 King et al (2017) – article on Sakai Simon: Ch 6-8 	<p>Presentations & Resource Summaries for Internalizing EBIs due</p> <p><i>Student Discussant:</i></p> <hr/>
9	10/24	<p>Theory:</p> <ul style="list-style-type: none"> Solution-Focused <p>Practice:</p> <ul style="list-style-type: none"> Social-emotional learning Tier 1 - Prevention and wellness promotion 	<ul style="list-style-type: none"> Corey: Ch 13 (pp 367-382) Murphy (pp. 279-311) – pdf on Sakai Daly et al (2014) – pdf on Sakai 	<p>Submit reflection response on Sakai by 11:59 pm Sunday before class (10/22)</p> <p><i>Student Discussant:</i></p> <hr/>
10	10/31	<p>Theory:</p> <ul style="list-style-type: none"> Feminist Multicultural <p>Practice:</p> <ul style="list-style-type: none"> Multicultural awareness Diversity in therapy Social justice 	<ul style="list-style-type: none"> Corey: Ch 12 Jones (2015) – pdf on Sakai Understanding Diversity (pp 102-130) – pdf on Sakai 	<p>Core Helping Skills Video & Transcript due before class</p> <p><i>Student Discussant:</i></p> <hr/>
11	11/7	<p>Theory:</p> <ul style="list-style-type: none"> Narrative Play <p>Practice:</p> <ul style="list-style-type: none"> Social skills intervention Working with groups 	<ul style="list-style-type: none"> Corey: Ch 13 (pp 382-402) <i>Narrative Counseling in Schools</i> excerpts – pdf on Sakai Henderson & Thompson: Ch 17-18 – pdfs on Sakai Groups in Schools – pdf on Sakai 	<p>Submit reflection response on Sakai by 11:59 pm Sunday before class (11/5)</p> <p><i>Student Discussant:</i></p> <hr/>
12	11/14	<p>Theory:</p> <ul style="list-style-type: none"> Family Systems 	<ul style="list-style-type: none"> Corey: Ch 14 Patterson et al (2009; pp. 119- 	<p><i>Student Discussant:</i></p> <hr/>

		Practice: <ul style="list-style-type: none"> Working with parents/families Family-school collaboration School-parent conferences 	159) – pdf on Sakai <ul style="list-style-type: none"> Simon, “Parent conferences as therapeutic moments” – pdf on Sakai 	
13	11/21	No class meeting (Thanksgiving Break)		
14	11/28	Theory: <ul style="list-style-type: none"> Dialectical Behavior Therapy Skills: <ul style="list-style-type: none"> Mindfulness integration Working with complex problems Crisis intervention 	<ul style="list-style-type: none"> Miller, Rathus & Linehan (2001) – pdf on Sakai Shapiro & Carlson (2009): Ch 1 & 4 – pdf on Sakai Henderson & Thompson on suicide (pp.649-654) – pdf on Sakai 	<i>Student Discussant:</i> _____
15	12/5	Theory: <ul style="list-style-type: none"> Integrative and Eclectic Modular interventions Skills: <ul style="list-style-type: none"> Case conceptualization Tying it all together 	<ul style="list-style-type: none"> Corey: Ch 15 Lyon et al (2014) – pdf on Sakai Chorpita, Daleiden & Weisz (2005) – pdf on Sakai Simon: Ch 3 	Submit reflection response on Sakai by 11:59 pm Sunday before class (12/3)
16	12/14	No class meeting (finals week)		Final Theoretical Orientation paper due by 11:59 pm Thursday (12/14)

**Loyola University Chicago
School of Education
Syllabus Addendum**

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.