



**THEORIES OF COUNSELING AND PSYCHOTHERAPY**  
**CPSY 423 – Fall 2018**  
**Graduate Course**

**Instructor Information**

Professor: Ashley Mayworm, PhD  
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Office Hours: By appointment

**Course Information**

Time: Thursdays 10:00-12:30 pm

Classroom: Corboy Law Center #305

**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
- Demonstrate initial development of skills in solution-focused therapy for schools

**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 APA Competencies Covered in this Course**

- I Professionalism, 1 - Professional Values and Attitudes
- I Professionalism, 2 – Individual and Cultural Diversity
- I Professionalism, 4 – Reflective Practice/Self-Assessment/Self-Care

- II Relational, 5 – Relationships
- IV Application, 8 – Evidence-Based Practice
- IV Application, 10 – Intervention

### 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 (10<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole Cengage Learning. ISBN: 9781305263727
2. Murphy, John J. (2015). *Solution-focused counseling in schools (3<sup>rd</sup> edition)*. Alexandria, VA: American Counseling Association. ISBN: 978-1-55620-324-4 [note: online access available through the Loyola Library].
3. **Optional:** 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.
  - Hill, C. (2014). *Helping Skills: Facilitating Exploration, Insight, and Action (4<sup>th</sup> Edition)*. Washington, D.C.: American Psychological Association.
  - Fedewa, A.L., Prout, S.M., & Thompson Prout, H. (2015). Ethical and legal issues in psychological interventions with children and adolescents. In H. Thompson Prout and A.L. Fedewa (Eds.), *Counseling and Psychotherapy with Children and Adolescents: Theory and Practice for School and Clinical Settings, 5<sup>th</sup> edition* (pp.25 – 60). Hoboken, NJ: Wiley.
  - King, R.J., Orr, J.A., Poulsen, B., Giacomantonio, S.G., & Haden, C. (2017). Understanding the therapist contribution to psychotherapy outcome: A meta-analytic approach. *Administration and Policy in Mental Health, 44*, 664 – 680.
  - Baylis, P.J., Collins, D., & Coleman, H. (2011). Child Alliance Process Theory: A qualitative study of a child centered therapeutic alliance. *Child and Adolescent Social Work Journal, 28*, 79-95.
  - Shedler, J. (2010). The efficacy of psychodynamic therapy. *American Psychologist, 65*(2), 98 – 109.
  - Abbass, A.A., Rabung, S., Leichsenring, F., Refseth, J.S., & Midgley, N. (2013). Psychodynamic psychotherapy for children and adolescents: A meta-analysis of short-term psychodynamic models. *Journal of the American Academy of Child & Adolescent Psychiatry, 52*(8), 863-875.
  - Faber, A., & Mazlish, E. (1980). *How to talk so kids will listen and listen so kids will talk*. New York, NY: Scribner.
  - Winslade, J.M., & Monk, G.D. (2007). What is narrative counseling all about? In *Narrative Counseling in Schools* (pp. 1 – 22). Thousand Oaks, CA: Corwin Press.
  - Winslade, J.M., & Monk, G.D. (2007). Doing narrative counseling. In *Narrative Counseling in Schools* (pp. 23 - 69). Thousand Oaks, CA: Corwin Press.
  - Henderson, D.A., & Thompson, C.L. (2016). Play therapy. In *Counseling Children, 9<sup>th</sup> edition* (pp. 544 – 575). Boston, MA: Cengage Learning.
  - Whiteside, S.P.H., Ale, C.M., Young, B., Dammann, J.E., Tiede, M.S., & Biggs, B.K. (2015). The feasibility of improving CBT for childhood anxiety disorders through a dismantling study. *Behaviour Research and Therapy, 73*, 83-89.
  - Eiraldi et al (2016). Examining effectiveness of group cognitive-behavioral therapy for externalizing and internalizing disorders in urban schools. *Behavior Modification, 40*, 611-639.

- Forman, S.G., & Barakat, N.M. (2011). Cognitive-behavioral therapy in the schools: Bringing research to practice through effective implementation. *Psychology in the Schools, 48*, 283-296.
- Jones, J. (2015). Culturally responsive interpersonal psychotherapy with children and adolescents. In H. Thompson Prout and A.L. Fedewa (Eds.), *Counseling and Psychotherapy with Children and Adolescents: Theory and Practice for School and Clinical Settings*, 5<sup>th</sup> edition (pp. 61 – 89). Hoboken, NJ: Wiley.
- Corey, M.S., & Corey, G. (2016). Understanding diversity. In *Becoming a Helper* (pp. 102-130). Boston, MA: Cengage Learning.
- Patterson, J., Williams, L., Edwards, T.M., Chamow, L., & Grauf-Grounds, C. (2009). Basic treatment skills and interventions. In *Essential Skills in Family Therapy: From First Interview to Termination, 2<sup>nd</sup> edition* (pp. 105 - 124). New York: The Guilford Press.
- Patterson, J., Williams, L., Edwards, T.M., Chamow, L., & Grauf-Grounds, C. (2009). Working with families and children. In *Essential Skills in Family Therapy: From First Interview to Termination, 2<sup>nd</sup> edition* (pp. 125 - 159). New York: The Guilford Press.
- Simon, D.J. (1984). Parent conferences as therapeutic moments. *The Personnel and Guidance Journal, 612* – 616.
- Miller, A.L., Rathus, J.H., & Linehan, M.M. (2001). Dialectical Behavior Therapy: Treatment stages, primary targets, and strategies. In *Dialectical Behavior Therapy with Suicidal Adolescents* (pp. 38 – 70). New York: The Guilford Press.
- Shapiro, S.L., & Carlson, L.E. (2009). What is mindfulness? In *The Art and Science of Mindfulness: Integrating Mindfulness into Psychology and the Helping Professions* (pp. 3 - 14). Washington D.C.: American Psychological Association.
- Shapiro, S.L., & Carlson, L.E. (2009). Mindfulness-based psychotherapy. In *The Art and Science of Mindfulness: Integrating Mindfulness into Psychology and the Helping Professions* (pp. 45 – 60). Washington D.C.: American Psychological Association.
- Lyon, A.R., Lau, A.S., McCauley, E., Vander Stoep, A., & Chorpita, B.F. (2014). A case for modular design: Implications for implementing evidence-based interventions with culturally-diverse youth. *Professional Psychology, Research and Practice, 45*, 57 – 66.
- Chorpita, B.F., Daleiden, E.L., & Weisz, J.R. (2005). Modularity in the design and application of therapeutic interventions. *Applied and Preventive Psychology, 11*, 141 – 156.
- Chorpita, B. F., & Weisz, J. R. (2009). Modular approach to therapy for children with anxiety, depression, trauma, or conduct problems (MATCH-ADTC). Satellite Beach, FL: PracticeWise.

## Course Assignments

**Note:** More detailed instructions and grading rubrics are provided in the Appendix for most course assignments listed below.

### **Class Participation: 10%**

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). **To help facilitate your understanding of the course**

**material, you will be asked to generate 3-5 comments and/or questions on the readings (or a prompt assigned by the instructor) for each class; you should be prepared to share your questions or comments in class to facilitate good discussions and critical thinking.** Evaluation of your preparation of reading questions/comments, and the quantity and quality of your participation in class discussions, presentations, and in skill building activities will constitute class participation points.

### **Core Helping Skills Demonstration Video: 20%**

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, restatement, summarizing, probing and open-ended questions, reflection of feelings, checking for understanding, and disclosure.

Each student will record a brief segment (approximately 15 interchanges [you speak, client speaks = 1 interchange]) 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, with the goal of *exploring* the client's thoughts, feelings, behaviors related to the problem. 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 to two page 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.

### **Evidence-Based Intervention (EBI) Resource Summary & Presentation: 20%**

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. For this assignment, in groups of 3, students will be assigned an approved EBI 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/developers of the intervention
- symptom, diagnosis and population targets
- intended length/duration; format (group, family, individual)
- theoretical and empirical foundations for the intervention
- core components and specific techniques used
- summary of research findings on effectiveness of the intervention
- 2-3 resources/citations

You and your partners will also prepare a 20-minute presentation for the class that: (1) briefly describes the central tenets of the EBI as outlined in your resource guide (~10 minutes), and (2) demonstrates a core intervention component through a rehearsed role play (~10 minutes). To ensure that a breadth of EBIs are covered, the professor will provide students with a list of EBIs that can be covered for this assignment.

### **Solution-Focused Therapy Demonstration Video: 25%**

In this course, you will be learning the basic tenets of solution-focused therapy, as this is a brief and evidence-based intervention approach that can be easily implemented in the school setting. By learning the skills of solution-focused therapy, you will have a great foundation for future counseling training. The core solution-focused skills taught in this class are: adopting an ambassador mindset, using language of change, accommodating the client's position, obtaining feedback, discussing problems in a solution-focused way, scaling, miracle question, building on exceptions, building on student resources, changing the viewing, and changing the doing.

Each student will record a brief segment (approximately 20 interchanges [you speak, client speaks = 1 interchange]) 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, solution-focused 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 solution-focused counseling skills used. A one to two page 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 solution-focused 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.

### **Emerging Theoretical Orientation Brief Paper: 25%**

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 may 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 you will write a 3-4 page paper outlining your emerging approach to therapy (combining at least 2 approaches discussed in class). The paper will include discussion of:

- Important distinctive elements of each theory chosen (major tenets of the approaches)
- How the chosen theories mesh well together and complement each other
- How you intend to combine technique and philosophy of each of the theories
- Why these theories will work well within the school setting ***\*\*if you are an Urban Fellow, specifically discuss how these theories will fit well within the urban school context\*\****

The paper will be written in APA style. It should be 3-4 pages in length, 12 point font, double-spaced, 1 inch margins. You must properly cite all sources used and include a reference section.

### **Grade Breakdown**

Participation:	100 points
Core Helping Skills Video:	200 points
EBI Resource Summary:	200 points
Solution-Focused Skills Video:	250 points
Theoretical Orientation Brief Paper:	250 points
<b>Total Points:</b>	<b>1000 points</b>

Points	%	Letter Grade
930-1000	93.0-100	A
900-929	90-92.9	A-
870-899	87-89.9	B+
830-869	83-86.9	B
800-829	80-82.9	B-
770-799	77-79.9	C+
730-769	73-76.9	C
700-729	70-72.9	C-
670-699	67-69.9	D+
630-669	63-66.9	D
600-629	60-62.9	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. 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](mailto: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**

<b>Week</b>	<b>Date</b>	<b>Class Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
1	8/30	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Self as Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> </ul>	
2	9/6	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Intro to counseling theories</li> <li>• Evidence-based interventions</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Intro to core helping skills</li> <li>• Attending/listening/observing</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Ch 1 &amp; 2</li> <li>• Fedewa et al. (2015)</li> <li>• Hill: Ch 2, pp. 117-126, &amp; Ch 7</li> </ul>	
3	9/13	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Humanistic/Person-Centered</li> <li>• Rogers' "essential conditions"</li> <li>• Existential</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Restatement &amp; Summary</li> <li>• Checking for Understanding</li> <li>• Open-Ended Questions &amp; Probes</li> <li>• Disclosure</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Ch 6 &amp; 7</li> <li>• King et al (2017)</li> <li>• Baylis et al. (2011)</li> <li>• Hill: Ch 8</li> </ul>	
4	9/20	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Psychoanalytic/dynamic</li> <li>• Adlerian</li> </ul> <p><i>Guest lecturer: Dr. John Frampton</i></p> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Reflection of feelings</li> <li>• Disclosure of feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Ch 4 &amp; 5</li> <li>• Shedler (2010)</li> <li>• Abbass et al. (2013)</li> <li>• Hill: Ch 9</li> <li>• Faber &amp; Mazlish: Ch 2</li> </ul>	
5	9/27	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Play</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Integrating helping skills</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Ch 13 (pp 382-402)</li> <li>• Winslade &amp; Monk (2007) – Ch. 1&amp;2</li> <li>• Henderson &amp; Thompson (2016): Ch 17</li> <li>• Hill: Ch 10</li> </ul>	
6	10/4	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Behavioral &amp; Cognitive Behavioral</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Ch 9 &amp; 10</li> <li>• Whiteside et al. (2015)</li> </ul>	<b>EBI Resource Summary &amp; Presentation (Groups 1-4)</b>
7	10/11	No class meeting (Dr. Mayworm at Conference)		

8	10/18	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Behavioral &amp; Cognitive Behavioral</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>View child counseling session at Loyola Clinic</li> </ul> <p><i>Guest lecturer: Dr. Jennifer Rose</i></p>	<ul style="list-style-type: none"> <li>Eiraldi et al (2016)</li> <li>Forman &amp; Barakat (2011)</li> </ul>	<p><b>Core Helping Skills Video &amp; Transcript due before class</b></p>
9	10/25	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Solution-Focused Part I</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Adopt the ambassador mindset</li> <li>Using the language of change</li> </ul>	<ul style="list-style-type: none"> <li>Murphy: Ch 1-3</li> </ul>	<p><b>EBI Resource Summary &amp; Presentation (Groups 5-7)</b></p>
10	11/1	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Solution-Focused Part II</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Accommodating the client's position</li> <li>Obtaining feedback</li> <li>Discuss problems in solution-focused way</li> </ul>	<ul style="list-style-type: none"> <li>Murphy: Ch 4-5</li> </ul>	
11	11/8	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Feminist</li> <li>Multicultural</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Scaling</li> <li>The Miracle Question</li> <li>Building on Exceptions</li> </ul>	<ul style="list-style-type: none"> <li>Corey: Ch 12</li> <li>Jones (2015)</li> <li>Corey &amp; Corey (2016; pp 102-130)</li> <li>Murphy: Ch 6</li> </ul>	
12	11/15	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Family Systems</li> </ul> <p><i>Guest lecturer: Steve Affinati, LCSW</i></p> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Building on Student Resources</li> <li>Changing the viewing</li> <li>Changing the doing</li> </ul>	<ul style="list-style-type: none"> <li>Corey: Ch 14</li> <li>Patterson et al. (2009; pp. 119-159)</li> <li>Simon (1984)</li> <li>Murphy: Ch 7-9</li> </ul>	
13	11/22	No class meeting (Thanksgiving Break)		
14	11/29	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Dialectical Behavior Therapy</li> <li>Mindfulness</li> </ul> <p><b>Practice:</b></p>	<ul style="list-style-type: none"> <li>Miller, Rathus &amp; Linehan (2001)</li> <li>Shapiro &amp; Carlson (2009) – Ch 1 &amp; 4</li> <li>Murphy: 10-11, 13</li> </ul>	

		<ul style="list-style-type: none"> <li>Integrating SFT approach</li> </ul>		
15	12/6	<b>Theory:</b> <ul style="list-style-type: none"> <li>Integrative and Eclectic</li> <li>Modular interventions</li> </ul>	<ul style="list-style-type: none"> <li>Corey: Ch 15</li> <li>Lyon et al (2014)</li> <li>Chorpita et al (2005)</li> <li>Review MATCH manual</li> </ul>	<b>Solution-Focused Video &amp; Transcript</b> due before class
16	12/13	No class meeting (finals week)		<b>Brief Theoretical Orientation paper</b> due by 10:00 am Thursday (12/13)

**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/](http://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**.

Appendix: Assignment Rubrics

**Grading Rubric for 2-Page EBI Resource Guide & Presentation**

<b>Resource Guide</b>		
	<b>Description of Criteria for Full Credit</b>	<b>Points Possible</b>
EBI Name and Authors	Resource guide includes the name of the EBI protocol, as well as the primary researchers/authors	10
Symptoms and Population Targets	Resource guide provides a list of the symptoms addressed and the targeted population for which the EBI is suitable	15
Theoretical Framework & Empirical Foundations	Resource guide includes an overview of the theoretical/empirical framework/foundation of the EBI	25
Core Strategies Used	Resource guide includes a list of core intervention strategies used in the EBI	40
Summary of Research Findings	Resource guide provides a succinct list of research to support the effectiveness of the EBI (e.g., reliability, validity, utility, etc...)	25
Citations and References	<i>(when applicable)</i> In-text citations are clearly displayed throughout resource guide; a minimum of 2-3 references are listed in APA format	15
Length & Quality of Resource Handout	Resource is no longer/shorter than 2 pages; handout is well-organized, visually appealing and a useful resource	20
<b>TOTAL</b>		<b>150</b>

<b>Presentation</b>		
<b>Section</b>	<b>Description of Criteria for Full Credit</b>	<b>Points</b>
Introduction of the Symptomatology the EBI is Targeting (e.g., anxiety)	Student provides a quick introduction to the symptoms and disorders that are addressed with the EBI	5
Brief Overview of the Theoretical Framework	Presentation includes a brief overview of the theoretical framework that underlies the EBI content	5
Description of the EBI	Student provides a succinct overview of the core components of the EBI program, including how the program is organized and key intervention strategies	8
Demonstration of a Core Intervention Strategy	A demonstration of a core intervention component is presented accurately and professionally (~10 mins)	15
Quality of Presentation	Slides have an appropriate amount of information; Presentation is well-organized and clearly communicated	12
Length of Presentation	10 minutes total	5
<b>TOTAL</b>		<b>50</b>

**Grading Rubric for Core Helping Skills Demonstration Video**

<b>Section</b>	<b>Description of Criteria for Full Credit</b>	<b>Points</b>
<b>Video</b>		<b>95</b>
Minimum of 15 Interchanges Recorded	At least 15 interchanges (counselor speaks, client speaks) are recorded. There are no more than 25 interchanges recorded.	15
Effective Use of Core Helping Skills	Video includes the effective use of at least <u>6</u> of these 8 skills: <ul style="list-style-type: none"> <li>- Active listening and minimal encouragers</li> <li>- Restatement</li> <li>- Summary</li> <li>- Open-ended questions</li> <li>- Probing</li> <li>- Disclosure of similarities (if appropriate)</li> <li>- Reflection of feelings</li> <li>- Checking for understanding</li> </ul>	50
Quality of Rapport	Counselor develops quality rapport with the client, as evidenced by use of core helping skills, active presence in the room, and nonverbal cues (e.g., SOLER). Counselor does not harm the counselor-client relationship in any way.	30
<b>Transcript</b>		<b>55</b>
Transcript Provided	All interchanges are numbered (1-15), with the first few words of each interchange transcribed.	15
Correct Labeling of Interchanges	All interchanges are correctly labeled with the core helping skill being used by the counselor. If multiple helping skills are used in one interchange, all are labeled correctly.	40
<b>Reflection</b>		<b>50</b>
Strengths	Reflection provides a description of the counselor's strengths in the video, including what he/she thought went well and what skills were used effectively.	15
Areas for Improvement	Reflection provides thoughtful ideas about what the counselor could improve upon in the recorded video, as well as overall areas for improvement in the core helping skills moving forward.	15
Plans for Future Sessions	Reflection briefly discusses what the counselor would do with the remainder of this session, as well as in future sessions to help address the client's presenting problem.	10
Quality of Writing	The reflection is between 500-750 words in length. The writing quality is high, with proper grammar and sentence structure. Ideas are articulated clearly.	10
<b>TOTAL</b>		<b>200</b>

**Grading Rubric for Solution-Focused Therapy Skills Video & Transcript: TBA**

**Grading Rubric for Brief Theoretical Orientation Paper: TBA**