

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**THEORIES OF COUNSELING AND PSYCHOTHERAPY  
CPSY 423  
SPRING 2016**

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Time: Thursday, 10:00 AM – 12:30 PM  
Classroom: Corboy - #423  
Office Hours: By Appointment

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### **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 with youth and their families will be a central focus of this course. Specific applications to practice in school settings will be delineated including individual, family, and group interventions.

#### 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
- Application of a therapeutic case conceptualization model that integrates interventions for individual and systemic issues
- 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 multicultural 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*

#### IDEA Course Evaluation Link for Students

Students can complete IDEA course evaluation online. The link to the IDEA Campus Lab website is: <http://luc.ed/idea> . There students can gain access through the *Student IDEA Log In*.

#### **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**

##### **Required Texts**

Corey, G. (2016). *Theory and practice of counseling and psychotherapy (10<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole Cengage Learning. ISBN – 9781305263727

Egan, G. (2014). *The skilled-helper: A problem-management and opportunity-development approach to helping (10<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole Cengage Learning.  
ISBN-10: 1-285-06571-9 ISBN-13: 978-1-285-06571-7

Simon, D.J. (2016). *School-centered interventions: Evidence-based strategies for social, emotional, and academic success*. Washington, DC: American Psychological Association Press.  
ISBN-10: 1-4338-2085-4  
ISBN-13: 978-1-4338-2085-4

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##### **Resource Text for Group Counseling**

Corey, M.S., Corey, G., & Corey, C. (2010). *Groups: process and practice (8<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole Cengage Learning. ISBN: 0495600768

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

Kendall, P.C. (Ed.). (2012). *Child and adolescent therapy: Cognitive-behavioral procedures (4<sup>th</sup> ed.)*. New York: Guilford Press.  
ISBN 978-1-60623-561-4

Weisz, J.R., & Kazdin, A.E. (Eds.). (2010). *Evidence-based psychotherapies for children and adolescents (2<sup>nd</sup> ed.)*. New York: Guilford Press.

ISBN 978-1-59385-974-9

Silverman W.K., & Hinshaw, S.P. (Eds.). (2008). Evidence-based psychosocial treatments for children and adolescents: A ten year update [Special issue]. *Journal of Clinical Child and Adolescent Psychology*, 37, 1-307. [Select articles will be posted on Sakai.]

[Additional EBT Summaries: Note that this Journal now periodically posts updated evidence-based summaries of psychology treatments for youth. Some of these articles will be posted on Sakai.]

Mash, E.J., & Barkley, R.A. (Eds.). (2006). *Treatment of childhood disorders (3<sup>rd</sup> ed.)*. New York: Guilford Press. ISBN 13 978-1-57230-921-0

Reinecke, M.A., Dattilio, F.M., & Freeman, A. (Eds.). (2003). *Cognitive therapy with children and adolescents (2<sup>nd</sup> ed.)*. New York: Guilford Press.

ISBN-10: 1-59385-378-5

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### Resource Texts for Specific Disorders

Barkley, R.A. (2015). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment (4<sup>th</sup> ed.)*. New York: Guilford Press.

ISBN 978-1-4625-1772-5

Bloomquist, M.L., & Schnell, S.V. (2005). *Helping children with aggression and conduct problems*. New York: Guilford Press.

ISBN 978-1-59395-240-5

Chorpita, B.F. (2006). *Modular cognitive-behavioral therapy for childhood anxiety disorders*. New York: Guilford Press.

ISBN 978-1-59385-363-1

Cohen, J.A., Mannarino, A.P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. New York: Guilford Press.

ISBN 978-1-59385-308-2

Connor, D.F. (2004). *Aggression and antisocial behavior in children and adolescents: Research and treatment*. New York: Guilford Press.

ISBN 978-1-59385-091-3

DuPaul, G.J., & Stoner, G. (2014). *ADHD in the schools: Assessment and intervention strategies (3<sup>rd</sup> ed.)*. New York, NY: Guilford Press. ISBN 978-1-4635-1671-1

Fairburn, C.G. (2008). *Cognitive behavior therapy and eating disorders*. New York: Guilford Press.

ISBN 978-1-59385-709-7

Fristad, M.A., Goldberg Arnold, J.S., & Leffler, J.M. (2011). *Psychotherapy for children with bipolar and depressive disorders*. New York: Guilford Press.

ISBN 978-1-60918-201-4

- Henggeler, S.W., Cunningham, P.B., Rowland, M.D., & Schoenwald, S.K. (2012). *Contingency management for adolescent substance abuse: A practitioner's guide*. New York: Guilford. ISBN 978-1-4625-0247-9
- Kendall, P.C., & Hedtke, K.A. (2006). *Cognitive-behavioral therapy for anxious children: Therapist manual* (3rd ed.). Ardmore, PA: Workbook Publishing. ISBN 978-1-888805-22-2 [Coping Cat Program]
- Larson, J. (2005). *Think first: Addressing aggressive behavior in secondary schools*. New York: Guilford Press.
- Larson, J., & Lochman, J.E. (2010). *Helping school children cope with anger: A cognitive-behavioral intervention* (2<sup>nd</sup> ed.). New York: Guilford Press. ISBN 978-1-60623-973-5
- Le Grange, D., & Lock, J. (Eds.) (2011). *Eating disorders in children and adolescents: A clinical handbook*. New York: Guilford Press. ISBN 978-1-60918-491-9
- Miller, A.L., Rathus, J.H., & Linehan, M.M. (2007). *Dialectical behavior therapy with suicidal adolescents*. New York: Guilford Press. ISBN 978-1-59385-383-9
- Miller, A.L., & Rathus, J.H. (2014). *DBT skills manual for adolescents*. New York: Guilford Press. ISBN#: 9781462515356
- March, J.S., & Mulle, K. (1998). *OCD in children and adolescents: A cognitive-behavioral treatment manual*. New York: Guilford Press. ISBN 978-1-57230-242-6
- March, J.S. (2007). *Talking back to OCD: The program that helps kids and teens say "no way" – and parents to say "way to go"*. New York: Guilford Press. ISBN 978-1-59385-355-6
- Mufson, L., Dorta, K.P., Moreau, D., & Weissman, M.M. (2004). *Interpersonal psychotherapy for depressed adolescents* (2<sup>nd</sup> ed.). New York: Guilford Press. ISBN 978-1-60918-226-7
- Stark, K.D., Schnoebelen, S., Simpson, J., Hargrave, J., Molnar, J., & Glen, R. (2007). *Treating depressed youth: Therapist manual for 'ACTION'*. Ardmore, PA: Workbook Publishing. ISBN 978-1-888805-24-6

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### Resource Texts and Readings for Family and Systemic Interventions

- Alexander, J.F., Waldron, H.B., Robbins, M.S., & Neeb, A.A. (2013). *Functional family therapy for adolescent behavior problems*. Washington, DC: American Psychological Association.

\*Breunlin, D.C., Pinsoff, W., Russell, WP, & Lebow, J. (2011). Integrative problem-centered metaframeworks therapy I: Core concepts and hypothesizing. *Family Process*, 50, 293-313.

\*Breunlin, D.C., Pinsoff, W., Russell, WP, & Lebow, J. (2011). Integrative problem-centered metaframeworks therapy II: Planning, conserving, and reading feedback. *Family Process*, 50: 314-336.

Breunlin, D.C., Schwartz, R.C., & Mac Kune-Karrer, B. (1997). *Metaframeworks: Transcending the models of family therapy*. San Francisco: Jossey-Bass. ISBN 978-0-7879-1070-9

Falicov, C.J. (2014). *Latino families in therapy (2<sup>nd</sup> ed.)*. New York, NY: Guilford Press.

Henggeler, S.W., Schoenwald, S.K., Borduin, C.M., Rowland, M.D., & Cunningham, P.B. (2009). *Multisystemic therapy for antisocial behavior in children and adolescents (2nd Ed.)*. New York: Guilford Press. ISBN 978-1-60623-071-8

Le Grange, D., & Lock, J. (2009). *Treating bulimia in adolescents: A family-based approach*. New York: Guilford Press. ISBN 978-1-60623-351-1

Liddle, H. A. (2009). *Multidimensional family therapy for adolescent drug abuse: Clinician's manual*. Center City, MN: Hazelden Publishing Co., 2009.

Lock, J. & Le Grange, D. (2012). *Treatment manual for anorexia nervosa: A family-based approach (2<sup>nd</sup> ed.)*. New York: Guilford Press. ISBN: 9781462506767

Robin, A.L., & Foster, S.L. (2002). *Negotiating parent-adolescent conflict: A behavioral-family systems approach*. New York: Guilford Press. ISBN 978-1-57230-857-2

Swenson, C.C., Henggeler, S.W., Taylor, I.S., & Addison, O.W. (2009). *Multisystemic therapy and neighborhood partnerships: Reducing adolescent violence and substance abuse*. New York, NY: Guilford Press.

\* Posted on Sakai

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## **SOCIAL AND COPING SKILLS TRAINING RESOURCES**

Cartledge, G., & Kleeffeld, J. (2009). *Taking part: Introducing social skills to children (2nd ed.)*. Champaign, IL: Research Press.

Glick, B., & Gibbs, J.C. (2010). *Aggression replacement training: A comprehensive intervention for aggressive youth (3<sup>rd</sup> ed.)*. Champaign, IL: Research Press.

Goldstein, A.P. (1999). *The prepare curriculum: Teaching prosocial competencies (rev. ed.)*. Champaign, IL: Research Press.

Hensley, M., Powell, W., Lamke, S., & Hartman, S. (2007). *The well-managed classroom (2<sup>nd</sup> ed.)*. Boys Town NE: Boys Town Press.

- Kapp-Simon, K., & Simon, D. (1991). *Meeting the challenge: Social skills training for adolescents with special needs*. Chicago: University of Illinois Press.
- Kendall, P.C., & Hedkte, K.A. (2006). *The coping cat workbook (2<sup>nd</sup> ed.)*. Ardmore, PA: Workbook Publishing.
- Kendall, P.C. (1992). *The stop and think workbook (2<sup>nd</sup> ed.)*. Ardmore, PA: Workbook Publishing.
- Larson, J. (2005). *Think first: Addressing aggressive behavior in secondary schools*. New York: Guilford Press.
- Larson, J., & Lochman, J.E. (2010). *Helping schoolchildren cope with anger: A cognitive-behavioral intervention. (2<sup>nd</sup> ed.)*. New York: Guilford Press.
- McConaughy, S. H., Kay, P., Welkowitz, J.A., Hewitt, K., & Fitzgerald, M.D. (2007). *Collaborating with parents for early school success*. New York: Guilford Press.
- McGinnis, E. (2012). *Skillstreaming the adolescent: A guide for teaching prosocial skills (3<sup>rd</sup> ed.)*. Champaign, IL: Research Press.
- McGinnis, E. (2012). *Skillstreaming the elementary child: A guide for teaching prosocial skills (3<sup>rd</sup> ed.)*. Champaign, IL: Research Press.
- McGinnis, E. (2012). *Skillstreaming in early childhood: A guide for teaching prosocial skills (3<sup>rd</sup> ed.)*. Champaign, IL: Research Press.
- Merrell, K.W. (2007). *Strong kids: Grades K-2*. Baltimore, MD: Brookes Publishing. ISBN# 978-1-55766-929-2
- Merrell, K.W. (2007). *Strong kids: Grades 3-5*. Baltimore, MD: Brookes Publishing. ISBN# 978-1-55766-930-8
- Merrell, K.W. (2007). *Strong kids: Grades 6-8*. Baltimore, MD: Brookes Publishing. ISBN# 978-1-55766-931-5
- Nelson III, W.M., & Finch, A.J. (2008). *Keeping your cool: The anger management workbook (2<sup>nd</sup> ed.)*. Ardmore, PA: Workbook Publishing.
- Shure, M.B. (2007). *I can problem solve: An interpersonal cognitive problem-solving program*. Champaign, IL: Research Press.
- Stallard, P. (2002). *Think good—feel good: A cognitive behaviour therapy workbook for children and young people*. Hoboken, NJ: John Wiley & Sons.
- Stark, K.D., Schnoebelen, S., Simpson, J., Hargrave, J., Molnar, J., & Glen, R. (2007). *'ACTION' workbook: Cognitive-behavioral therapy for treating adolescent girls*. Ardmore, PA: Workbook Publishing.

White, S.W. (2011). *Social skills training for children with Asperger syndrome and high-functioning autism*. New York: Guilford Press.

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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: *Social Action through Education*. 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 *Social Action through Education* 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. The following link leads to students to a full description of the SOE's conceptual framework: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

### 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.

### **DISPOSITION**

Loyola's SOE values professionalism. 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.

### **TECHNOLOGY**

Technology will be utilized in student products and instructor presentations. Technology supports school psychologists' application of data-based decision making to intervention planning. The emergence of technology supported ("e-intervention") assessment and intervention strategies will be addressed.

### **SYLLABUS ADDENDUM LINK TO UNIVERSITY POLICIES: Academic Honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, and Electronic Communication**

University and School of Education policies and procedures regarding Academic Honesty, Accessibility, the SOE's Conceptual Framework of *Social Action through Education*, the EthicsLine Reporting Hotline, and Electronic Communication apply to all courses and are available at the following link: Syllabus Addendum Link: <http://luc.edu/education/syllabus-addendum/>

### **LIVETEXT**

All students must have access to LiveText for completion of benchmark assessments required by the School Psychology Program and the SOE. Additional information is available through the following link: [LiveText](#)

### **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 and Reflection 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 and school-centered interventions, trying out therapeutic “homework” assignments that might be assigned to clients, and workbook-like exercises to enhance core skill acquisition. (125 points)

### **Evidence-based Intervention Resource Summary**

School-centered interventions must emanate from a foundation of empirically supported strategies and protocols. These approaches frequently require adaptations for applications in schools. The *School-Centered Interventions* text for this course summarizes evidence-based interventions (EBI) for the principal symptom patterns encountered in work with children and adolescents and details implementation in schools. In the process it references a wide number of empirically supported approaches. For this assignment, you will select one text in an area of particular interest for you and write a paper and then present in class a brief summary of this approach. After my review, your paper will be shared with your classmates as an additional take-away resource from this class.

The text can be selected from the reference section of your course text or from the extensive course reserve list of evidence-based treatments listed in the course syllabus. Your paper should summarize the following factors: symptom and population targets, theoretical and empirical foundations for the intervention approach, core intervention strategies, developmental considerations, any required adaptations for implementation in schools (if necessary), and implications for classroom and family supports (i.e., coordination with classroom family supports and behavioral management strategies).

Papers will be about 8 to 10 pages in length (double-spaced). The class presentation should distill critical summary points into a small number of PowerPoint slides and include a demonstration of one specific intervention strategy from your EBI text’s protocol. Specific guidelines and a scoring rubric will be discussed in class and posted in Sakai.

EBI resource texts 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. (175 points; paper due 2/28, presentations begin 3/3, 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 and review form 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 3/23 by electronic submission)

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

The *Self-Understanding Model (SUM)* provides an organizational framework for conceptualizing problems and intervention targets. Rooted in the evidence-based literature, SUM integrates the various elements of cognitive, behavioral, and systemic approaches. This integrated assessment of individual and contextual factors provides an initial framework for understanding the client and relevant systemic influences and for selecting intervention strategies. Within a school-centered approach, it enables and integration of intervention strategies addressing individual, family, and school variables. SUM provides 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 identify the various SUM individual 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. (175 points; due 4/13)

### **Class Presentation and Training Demonstration of a Group Training Program/Manual**

In small groups assigned by the instructor, students will research and present an outline of a specific group 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, Strong Kids*); a parent training program (e.g., Patterson's for parents of children with externalizing disorders, Frisstad's for parents of children with mood disorders); a specialized treatment program (e.g., *Aggression Replacement Training, Coping Cat, Coping Power, ACTION*); or a specific intervention strategy that can be used in a group format, (e.g., social stories, mindfulness). The presentation should include a small number of PowerPoint slides, a handout, and demonstration of a sample training exercise. The sample group exercise should illustrate an intervention approach from the program and demonstrate your group leadership skills. 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. Extensive resources for this assignment are available in the library reserve collection for this course. (150 points; presentations begin 4/21, schedule TBA)

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

Total Points Earned	%	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+
600-669	60-66	D
<600	<60	F

### **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. I will provide the class with my phone number in the first class.

## **THEORIES OF COUNSELING AND PSYCHOTHERAPY**

### **COURSE OUTLINE AND CALENDAR**

#### **1/21: #1**

##### **Introductions and Course Overview**

- Introductions
- Course Overview
  - Central focus, goals, objectives
  - Skills training
  - Readings
  - Assignments
  - Requirements
  - Confidentiality and ethics

##### **Introduction to Core Foundation Counseling Skills**

- Interpersonal skills essential for counseling within all theories and frameworks

Reading Assignment: Syllabus

#### **1/28: #2 [ISPA week]**

##### **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:

- Egan, Ch. 1, 3, 4
- Simon, Ch. 1, 2

#### **2/4: #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 linking assessment to intervention planning

- Interventions for individual and context
- Using SUM as Case Conceptualization Model: CB/Systemic Therapy

Readings:

- Egan, Ch., 5, 6, 7, 8, 9
- Simon, Ch. 3

**2/11: No Class -- National Association of School Psychologists Annual Conference**

**2/18: #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
- Collaborative empiricism
- Cognitive restructuring

Readings:

- Egan, Chapters 10, 11, 12, 13, 14
- Corey, Chapter 7

**2/25: #5**

**EBI for Internalizing Disorders**

- Depression
- Anxiety

Readings:

- Corey, Ch. 10
- Simon, Ch. 7, 8

**ASSIGNMENT DUE: Evidence-Based Intervention Resource Summary [2/28]**

**3/3: #6**

**Behavior Therapy**

- Structured interventions for disruptive disorders
- Contingency management: parent training and environmental structuring

**Adlerian Therapy**

- Focus on goals of behavior and natural and logical consequences

**Reality (Choice) Therapy**

- Focus on personal choice and responsibility

**Solution Focused Therapy**

- Positive psychology with a present and future focus

Readings:

Corey, Chapters, 5, 9, 11 & Ch. 8 (pp. 400-410)

**Begin presentations on EBI Resource Summaries [Schedule TBA]****3/10: Spring Break – No Class****3/17: #7****EBI for Externalizing Disorders**

- ADHD
- Disruptive Behavior Disorders
- Pediatric Bipolar Disorder

**ASSIGNMENT DUE: Counseling Foundation Skills Sample [electronic transmission by 3/23]**Readings:

Simon, Ch. 4, 5, 6

**3/24: #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

**Introduction to Family and Systemic Therapies**

- Systemic approaches: interventions for individual in context
  - Minuchin's foundations for Structural Family Therapy
  - The emerging focus on systemic interventions in school psychology

Readings:

- Miller, A.L., Rathus, J.J., & Linehan, M.M. (2007). *Dialectical behavior therapy with suicidal adolescents*. New York: Guilford. – Selected excerpts posted on Sakai.
- Corey, 4, 14

**3/31: #9****Family Therapy: Contemporary Approaches**

- Functional FT (Alexander, et al.), Behavioral-Family Systems (Robin & Foster), Multidimensional FT (Liddle), Multisystemic FT (Henggeler, et al.)
- Culturally sensitive family interventions (Falicov), (McGoldrick)

Readings:

- Alexander, J.F., Waldron, H.B., Robbins, M.S., & Neeb, A.A. (2013). *Functional family therapy for adolescent behavior problems*. Washington, DC: American Psychological Association Press. – Selected excerpts posted on Sakai.

- Swenson, C.C., Henggeler, S.W., Taylor, I.S., & Addison, O.W. (2009). *Multisystemic therapy and neighborhood partnerships: Reducing adolescent violence and substance abuse*. New York, NY: Guilford Press. – Selected excerpt posted on Sakai.

#### **4/7: #10**

##### **Family Therapy Strategies Applied to School Parent Conferences**

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

##### **Family-Centered Substance Abuse Interventions**

- School-based interventions
- Empirically supported systemic interventions

##### Readings:

- Simon, D. "Parent Conferences as Therapeutic Moments" – posted on Sakai
- Henggeler, S. W., Cunningham P.B., Rowland, M.D., & Schoenwald, S.K. (2012). *Contingency management for adolescent substance abuse: A practitioner's guide*. New York, NY: Guilford Press. – Selected excerpts posted on Sakai.

**ASSIGNMENT DUE: Integrative Case Conceptualization Utilizing the Self-Understanding Model (SUM)  
Due by electronic submission 4/13)**

#### **4/14: #11**

##### **Group Counseling Skills**

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

- Core curriculum for all students
- Selected but targeted intervention strategies at Tier 2 Level within Multitiered Systems of Support
- Purposeful applications within IEPs

##### Readings:

- Corey, M.S., Corey, G., & Corey, C. (2010). *Groups: process and practice (8<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole Cengage Learning. – Selected excerpts posted on Sakai
- Simon, D.J. (2013). Enhancing school-based groups: Applications of evidence-based treatments. *School Psychology in Illinois*, 35(1), 7-11. Posted on Sakai
- Kapp-Simon, K., & Simon, D. (1991). *Meeting the challenge: Social skills training for adolescents with special needs*. Chicago: University of Illinois Press. – Selected excerpts posted on Sakai.

#### **4/21: #12**

##### **Group Counseling Skills**

- School-based group approaches for wellness, prevention, and early intervention
- Practical procedural strategies for implementing a comprehensive group program for at-risk students at elementary and secondary levels

**Class Presentations and Training Demonstrations of a Group Training Program/Manual— [schedule TBA]**

**4/28: #13****EBI for Autism Spectrum Disorders (High Functioning)****Crisis Intervention: Applications of Core Foundation Skills****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 intervention selection
- Doug Breunlin – Metaframeworks

**Class Presentations and Training Demonstrations of a Group Training Program/Manual, continued  
[schedule TBA]**Readings:

- Simon, Ch. 9 & Afterward

**5/5: #14 (During Final Exam Week)****Class Presentations and Training Demonstrations of a Group Training Program/Manual, continued  
[schedule TBA]****Ethical considerations for counseling children and adolescents in a school setting****EBI in Schools: Cognitive/Behavioral/Systemic Model****Discussion: Summary Reflections and Integration****Course Review and Feedback**