

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

PREVENTION, ASSESSMENT, & INTERVENTION: ADVANCED CLINICAL SKILLS

CIEP 544-002

Spring 2017

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Time: Thursday, 1:00 PM – 3:30 PM

Classroom: CLC – 423

Office Hours: Tuesday morning 11:00 AM -12:00

PM ; Thursday morning 10:00 am -12:00 pm and
by Appointment

Course Description:

This course will provide students with an in-depth, hands-on introduction to evidence-based counseling, with a focus on cognitive behavioral treatments (CBT) for children and adolescents as well as motivational interviewing. The course will highlight specific components of treatment that are common across most cognitive-behavioral interventions. Students will learn the fundamentals of how to assess and treat children and adolescents using CBT and also how to evaluate response to treatment. The course will also focus on adaptations for diverse clients. This course will include an integration of theory and practice. The focus of the course will involve modeling and applied practice of CBT components, as well as motivational interviewing, which students will learn and demonstrate at a level of preparation to begin internship. Other theoretical counseling models will also be described throughout the course.

School of Education Conceptual Framework:

Our School of Education Conceptual Framework ***Social Action through Education*** is available at: <http://www.luc.edu/education/mission/>. The course seeks to embody the tenets of the SOE Conceptual framework through its focus on introducing graduate students in school psychology to developing and practicing cognitive behavioral therapeutic interventions with P-12 students who have a variety of social and emotional needs which limit their ability to benefit from instruction in applied school settings. The course integrates content on diversity by attending to the systemic and institutional barriers that prevent students from culturally and linguistically diverse backgrounds to have access to effective counseling and mental health practices. The cognitive behavioral interventions taught will be through a lens of attending to their limitations they present in application to students attending school who are from rich and culturally diverse backgrounds and how to adjust treatment components to appropriately address students historically underserved in our schools, particularly those from backgrounds that are marginalized in educational systems. We explore how school psychologists can serve as key professionals within a school or district that advocates for the mental health and wellness of children and families with diverse learning needs.

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 the student handbook and LiveText. 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

COURSE OBJECTIVES TIED TO IDEA ONLINE COURSE EVALUATION

This course is an applied course in which students will gain clinical skills within a framework tied to cognitive behavioral treatments for children and adolescents. As such, students will gain theoretical knowledge tied to cognitive behavioral interventions and will learn to apply that knowledge through case applications within their practicum settings. The following major learning objectives are considered essential to this course and are therefore evaluated as part of the IDEA online course evaluation system completed by students. The IDEA online course evaluation system, along with the link, is described in more detail within the Appendix of this syllabus.

The following course objectives are considered to be **important** objectives for the course:

Students will learn fundamental principles, generalizations, or theories.

Students will learn to apply course material (to improve thinking, problem solving, and decisions).

The following course objective is considered to be an **essential** objective for the course:

Students will develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Please see the Addendum within this syllabus to access important Loyola University Chicago School of Education Course Policies and Procedures.

REQUIRED READINGS/MATERIALS

- Friedberg, R.D. & McClure, J.M. (2015). *Clinical practice of cognitive therapy with children and adolescents (Second Edition)*. *The Nuts and Bolts* New York, NY: The Guilford Press. ISBN 9781462519804.
- Herman, K.C., Reinke, W.M., Frey, A.J. & Shepard, S.A., (2013). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*. Springer Publishing, New York. ISBN: 9780826130723.
- As part of the course and as a graduate student in the school psychology program, students are required to register and use LiveText for all course-embedded and portfolio assessments. You can find the hyperlink and additional information about LiveText as follows: [LiveText](#).

- The instructor will assign additional readings. Many of these will be journal articles posted as supplemental readings to the textbooks on Sakai.

RECOMMENDED READINGS

- Christner, R.W., Stewart, J., & Freeman, A. (2007). *Handbook of cognitive-behavior group therapy with children and adolescents: Specific settings and presenting problems*. New York, NY: Routledge.
- Mennuti, R.B., Christner, R.W., & Freeman, A. (2012). *Cognitive-behavioral interventions in educational settings: A handbook for practice* (2nd ed). New York, NY: Routledge.
- Szigethy, E., Weisz, J.R., & Findling, R.L. (Eds.). (2012). *Cognitive-behavior therapy for children and adolescents*. Arlington, VA: American Psychiatric Association.

COURSE REQUIREMENTS & EVALUATION PROCEDURES

All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition. **Please submit an electronic copy of each assignment on Sakai.**

Course Requirement/Assignment	Due Date	Points Possible
Professional Behavior and Communication	Ongoing	15
In-Class Activities	Ongoing	30
TF-CBT Online Training	On-line Training Completed and Screen Shot of Certificate Submitted by March 23rd	25
Reflection #1 and Reflection #2	Reflection #1 (February 2nd) Reflection #2 (April 13th)	20 (10 points each reflection)
Counseling Case Conceptualization	Completed by February 9th	25
Case Study Audio-Tape Role Play and Transcript	Completed by March 2nd	40
Case Study Counseling Case Final Write-up	Completed by April 27th	45
Total Points Possible		200

1. Professional Behavior and Communication. These points are earned by demonstrating appropriate communication and behavior throughout the duration of this course. In-class behavior and on-time behavior are also considered for these points. In-class behavior expectations include attending to class lectures, presentations, guest speakers, videos, etc. and refraining from engaging in competing activities (e.g., text messaging, surfing the internet, side conversations, reading book, etc.).

If circumstances dictate you must miss a class meeting, or you have a day when you have to arrive late to class, you must alert the instructor ahead of the class meeting. If circumstances do not permit this, you must contact the instructor as soon as possible to make her aware of the situation. Being respectful of others and demonstrating the highest academic integrity easily earn professional behavior and communication points.

2. In-Class Activities. Students will complete in-class activities related to the readings, assignments, and class content. It is important to attend class in order to earn these points.

3. TF-CBT Online Training. Each student will complete the *TF-CBT Web* online training program in TF-CBT (<http://tfcbt.musc.edu/>) and submit documentation of completion.

4. Reflections. Each student will write two reflections during the course. The first reflection, due early in the course, will focus on how one's personal history and experiences impact one's emerging role as a counselor, potential biases one might have as a counselor, and some possible ways to mitigate, manage and reflect on such biases. The second reflection will come at the culmination of the course, in which one will reflect on growth as a counselor throughout this year, how biases and case conceptualization changes were addressed, and areas to explore and develop in supervision during subsequent training.

5. Counseling Case Conceptualization. Students will write a case conceptualization using a cognitive behavioral and/or motivational interviewing approach to a specific individual counseling case. The case conceptualization will follow one of several examples provided in class. It will minimally contain the following sections: (1) presenting concerns/referral issues; (2) background information, including issues related to diversity; (3) client strengths and (4) three initial counseling goals based on a cognitive-behavioral/motivational interviewing approach to the case.

6. Case Study Audiotape Role Play and Transcript. In pairs, students will each audiotape a fictional counseling session. Each student will submit an audio-file of a counseling session where they have served as the "counselor" along with a written transcript of the session completed during the role-play. Students also have the option of submitting an audio-file and transcript from an actual case from their practicum setting for feedback if the parent for the audiotaping following district procedures has given proper consent and all information is de-identified. Please see the instructor if you would like to pursue the option of submitting a case from your practicum.

7. Case Study Counseling Case Final Write-up. You will submit a final individual counseling case study write up that will include a case conceptualization with stated goals, treatment summary/description of counseling components implemented, evaluation of outcome, summary of findings and recommendations. The case must have evaluation data to document the outcome. The case should be deidentified and follow procedures in your district for engaging in counseling and presenting findings.

As needed, scoring rubrics and guidelines for assignments will be attached to the syllabus, posted on Saki, and/or distributed in class.

Final course grades will be assigned as follows:

Class Percentage%	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

FINAL NOTE . . .

Your role in this course is to come to class prepared to actively discuss the readings and participate in class. The focus is on applied practice of counseling skills using a cognitive behavioral format. I encourage you to make an appointment with me to consult on issues related to counseling case consultation and interventions.

TENTATIVE COURSE SCHEDULE

Course schedule is tentative and subject to change. Changes will be announced in class.

Date	Topics	Readings & Assignments
January 19th, 2017	Course Overview and Introduction to Case Conceptualization	
January 26 th , 2016	Introduction Case Conceptualization Assessment Session Structure Homework	Friedberg & McClure, Chapters 1-2 and Chapter 10 Herman, Reinke, Frey, & Shepard, Chapters 1-2
February 2 nd , 2017	Case Conceptualization, Continued	Friedberg & McClure, Chapters 3 -5 Reflection #1 Due (Beginning thinking about personal history and counseling)

February 9 th , 2017	Beginning Treatment Planning	Friedberg & McClure, Chapters 6-7 Herman, Reinke, Frey & Shepard, Chapters 3 and 6 Case Conceptualization Due
February 16 th , 2017	Cognitive Behavioral Intervention/Motivational Interviewing Approaches and Specific Techniques	Friedberg & McClure, Chapters 8 and 9 Herman, Reinke, Frey & Shepard, Chapters 9, 10 and 11
February 23rd	Class Cancelled	NASP MEETING
March 2 nd , 2017	Motivational Interviewing with Teachers and School-Based Problem-Solving Teams	Herman, Reinke, Frey & Shepard, Chapters 5 and 8 Case Study Audio-Tape Role Play and Transcript Due
March 9 th , 2017	No Class	Spring Break
March 16 th , 2017	Application of Motivational Interviewing and Cognitive Behavioral Principles with Families and Parents	Friedberg & McClure, Chapters 15 and 16 Herman, Reinke, Frey & Shepard, Chapters 4 and 7
March 23 rd , 2017	Addressing Trauma Experiences through Cognitive Behavioral Techniques	TF-CBT Online Training Completed/Submit Certificate of Completion
March 30 th , 2017	Creating a Trauma Narrative as Part of Cognitive Behavioral Techniques	
April 6 th , 2017	Addressing Depression and Other Affective Disorders	Friedberg & McClure, Chapter 11
April 13 th , 2017	Addressing Anxiety and Other Related Disorders	Friedberg & McClure, Chapter 12 Reflection #2 Due (Reflection on Growth as a Counselor)
April 20 th , 2017	Addressing Disruptive Behaviors and Other Related Disorders	Friedberg & McClure, Chapter 13
April 27 th , 2017	Using Cognitive Behavioral Techniques with Children that Have Autism and Related Disorders	Friedberg & McClure, Chapter 14 Case Study Counseling Case Final Write-Up
May 3 rd , 2017	Class Wrap-up; Reflection and Integration of Cognitive Behavioral/Motivational Interviewing Models; Action Plan for Further Training and Practice	

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

IDEA COURSE EVALUATION LINK

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.

SOE STATEMENT ON 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 the program handbook and 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.

LIVE TEXT

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 you 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 School of Education conceptual framework that guides the work of the School – **Social Action through Education**.