

LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION

PREVENTION, ASSESSMENT, & INTERVENTION: ADVANCED CLINICAL SKILLS

CIEP 544-001

Spring 2018

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Time: Tuesday, 1:00 PM – 3:30 PM

Classroom: CLC – 422

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

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

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***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 competency to begin internship (at the Ed.S. level) and advanced practicum (at the PhD level). Other theoretical counseling models will also be described throughout the course.

***Conceptual Framework and Conceptual Framework Standards:***

Our School of Education Conceptual Framework ***Social Action through Education*** and conceptual framework standards are available at: <http://www.luc.edu/education/mission/>. The course seeks to embody the tenets of the SOE Conceptual framework through its focus on development of ethical and socially-justice counseling skills using cognitive behavioral therapy. The course addresses diversity and social justice through a focus on how cognitive behavioral counseling interventions can be effectively adapted to meet the mental health needs of a diverse school population in terms of race/ethnicity, gender, gender identity, sexual orientation, language and socio-economic status and other identities that have historically marginalized school-aged children and adolescents. Social justice undergirds the course with a focus on how institutional biases impact mental health decisions and the delivery of counseling services in schools. Further, the course explores how skills in case conceptualization, intervention selection and the delivery and evaluation of individual mental health services can be adapted to meet the diverse mental health needs of children and adolescents in a school context. The course focuses on how individual counseling cases can be conceptualized, planned and delivered with a consideration of individual difference as well as an understanding of the larger school and community contexts in which biases and discrimination impact mental health service delivery. The course integrates content on social justice and diversity by analyzing the sociocultural systemic and institutional barriers that impact the access and efficacy of counseling services with students from culturally and linguistically diverse backgrounds, those with disabilities, students with diverse learning needs, mental health

concerns and diagnosed and undiagnosed mental illnesses/special education disabilities. The role of the school psychologist as a social justice advocate in securing, conceptualizing and delivering mental health supports through a cognitive behavioral lens undergirds the course and the development of competent counseling skills through applied practice that will occur through role plays, counseling scenarios and via instructor and peer feedback on audiotapes and case conceptualization write-ups.

### ***Dispositions:***

All students are assessed on one or more dispositional areas of growth across our school psychology programs: ***Professionalism, Inquiry, and Social Justice***. You will be assessed on all three areas of growth within the course. In this course, we focus on **professionalism** in how you approach case conceptualization, practice cases and respond to feedback from the instructor and peers as you develop counseling skills from a cognitive behavioral lens. The course focuses on the ethical delivery of mental health and counseling supports as a form of school psychology service delivery through a **social justice** and equity lens, with a particular focus on the degree to which groups historically disenfranchised in schools can be supported through school-based mental health services. The **inquiry** is focused on how counseling cases can be uniquely conceptualized and used to select and deliver cognitive-behavioral interventions with a consideration of individual diversity and the larger sociocultural context of schools in which mental health services are delivered. Disposition data are reviewed by school psychology program faculty on a regular basis and ongoing faculty review informs the annual review of progress. Every student in the school psychology PhD and Ed.S. Graduate training programs are assessed on all dispositions in every school psychology course. In CIEP 544, the specific disposition items that are particular to this course relate to showing honesty, integrity, value and ethical behavior in all professional and graduate student work, accepting and responding effectively to supervision, having empathy for others, using critical thinking and effectively identifying evidence-based approach to mental health counseling and delivering services through a social framework lens. You can find the rubric used by all school psychology faculty to assess your dispositions in the Ed.S. and PhD School Psychology handbooks and posted on LiveText at [www.livetext.com](http://www.livetext.com) (login with your Loyola student ID and then click on the course "CIEP 462", then "Dispositions", where you will find the School Psychology disposition rubric items that will be used to evaluate your dispositions as part of the course.

### ***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 <b>important</b> objectives for the course:
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***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 SOE Syllabus Addendum for important SOE 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.

***Required Assignments and Due Dates:***

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, 6<sup>th</sup> edition. **Please submit an electronic copy of each assignment under “Assignments” within Sakai.**

<b>Course Requirement/Assignment</b>	<b>Due Date</b>	<b>Points Possible</b>
1). Professional Behavior and Communication	<b>Ongoing</b>	15
2). In-Class Activities	<b>Ongoing</b>	30
3). Reflection #1	<b>January 30th</b>	10
4). Counseling Case Conceptualization	<b>February 20th</b>	25
5). Case Study Audio-Tape Role Play and Transcript #1	<b>Feb 27th</b>	40
6). Review of Peer Case Study Audio-Tape Role Play and Transcript #1	<b>March 13th</b>	45
7). Trauma-Focused CBT Online Training Please complete the Trauma-Focused CBT	<b>March 20th</b>	25

Online Training Version 2 (available on January 1, 2018) and submit a screen shot of your certificate of completion. The web site to register and complete the modules follows: <a href="https://tfcbt.musc.edu/">https://tfcbt.musc.edu/</a>		
8). Case Study Audio-Tape Role Play and Transcript #2	<b>April 3rd</b>	40
9). Revision of Counseling Case Conceptualization (if needed) and Analysis of 1-2 Changes Made or Would be Made in Future Work on Similar Cases	<b>April 17th</b>	25
10). Reflection #2	<b>April 24th</b>	10
<b>Total Points Possible</b>		<b>265</b>

**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 should alert the instructor ahead of the class meeting. If circumstances do not permit this, you should 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. Further, since this is an “applied” course, you will participate in role-plays, case dialogue and analysis of your counseling skills and feedback to others during class.

**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. Reflection #1.** 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.

**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 #1.** In pairs, students will each audiotape a fictional counseling session. The fictional case will be selected by the students from a range of options provided by the instructor. Each student will submit an audio-file of the counseling session in which they have served as the “counselor” along with a written transcript of the session. 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 provides active consent to the audiotaping following district procedures and all student information is de-identified. Please see the instructor if you would like to pursue the option of submitting a case from your practicum and she will assist you with sample consent forms that will need to be approved by your supervisor and district.

**7. Review of Peer Case Study Audio-Tape Role Play and Transcript #1.** Using a feedback sheet provided by the instructor, students will review and comment on an audiotape completed by an assigned peer. The transcripts and audiotapes to review will be assigned by the instructor. The feedback sheet will be shared with the students whose transcript you are assigned to review as well as submitted to the class instructor.

**8. Case Study Audiotape Role Play and Transcript #2.** 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 provides active consent to the audiotaping following district procedures and all student information is de-identified. Please see the instructor if you would like to pursue the option of submitting a case from your practicum and she will assist you with sample consent forms that will need to be approved by your supervisor and district.

**9. Revision of Counseling Case Conceptualization and Analysis of 1-2 Changes Made or Would be Made in Future Work on Similar Cases.** In this assignment, you will make alterations to your case conceptualization now having worked through your counseling case. If you do not feel that any alterations are needed, provided a justification for your decision to not change anything. Describe 1-2 changes in practices that you would make in future or similar counseling cases based on your experience with the counseling case.

**10. Reflection #2.** The second reflection will come at the culmination of the course, in which one will reflect on personal areas of growth as a counselor throughout this semester, how biases and case conceptualization changes were addressed, and areas to explore and develop in supervision during subsequent training.

For all assignments, as needed, scoring rubrics and guidelines for assignments will be attached to the syllabus and posted on Saki under “assignments”.

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

### TENTATIVE COURSE SCHEDULE

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

Date	Topics	Weekly Readings & Assignments Due
January 16th, 2018	Course Overview and Introduction to Case Conceptualization	
January 23rd, 2018	Introduction Case Conceptualization Assessment Session Structure Homework	Friedberg & McClure, Chapters 1-2 and Chapter 10 Herman, Reinke, Frey, & Shepard, Chapters 1-2
January 30th, 2018	Case Conceptualization, Continued	Friedberg & McClure, Chapters 3 -5 <b>Reflection #1 Due (Beginning thinking about personal history and counseling)</b>
February 6th, 2018	Beginning Treatment Planning	Friedberg & McClure, Chapters 6-7 Herman, Reinke, Frey & Shepard, Chapters 3 and 6
February 13th, 2018	NASP Convention (Chicago, IL): No Class	<b>None</b>
February 20th, 2018	Cognitive Behavioral Intervention/Motivational Interviewing Approaches and Specific Techniques	Friedberg & McClure, Chapters 8 and 9 Herman, Reinke, Frey & Shepard, Chapters 9, 10 and 11 <b>Counseling Case Conceptualization</b>
February 27th, 2018	Motivational Interviewing with Teachers and School-Based Problem-Solving Teams	Herman, Reinke, Frey & Shepard, Chapters 5 and 8 <b>Case Study Audio-Tape Role Play and Transcript #1</b>
March 6th, 2018	<b>No Class</b>	<b>Spring Break</b>

March 13th, 2018	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 <b>Review of Peer Case Study Audio-Tape Role Play and Transcript #1</b>
March 20th, 2018	Addressing Trauma Experiences through Cognitive Behavioral Techniques	<b>Readings: Posted on Sakai</b> <b>TF-CBT Online Training Completed/Submit Certificate of Completion</b>
March 27th, 2018	Creating a Trauma Narrative as Part of Cognitive Behavioral Techniques	
April 3rd, 2018	Addressing Depression and Other Affective Disorders	Friedberg & McClure, Chapter 11 <b>Case Study Audio-Tape Role Play and Transcript #2</b>
April 10th, 2018	Addressing Anxiety and Other Related Disorders	Friedberg & McClure, Chapter 12
April 17th, 2018	Addressing Disruptive Behaviors and Other Related Disorders	Friedberg & McClure, Chapter 13 <b>Review of Counseling Case Conceptualization and Analysis of 1-2 Changes</b>
April 24th, 2018	Using Cognitive Behavioral Techniques with Children that Have Autism and Related Disorders	Friedberg & McClure, Chapter 14 <b>Reflection #2</b>
May 1st, 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 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.* Program faculty discuss student dispositions on an ongoing basis and more frequently as necessary to address individual student concerns and issues. This allows faculty to work with students to throughout their program and address any issues as early as possible when 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***.