

LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION

PREVENTION, ASSESSMENT, & INTERVENTION: ADVANCED CLINICAL SKILLS

CIEP 544-001

Spring 2020

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Time: Tuesday, 1:00 PM – 3:30 PM

Classroom: CLC – 204

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 and will focus include specific content of trauma-informed care using CBT approaches for children who have experienced trauma. Students will learn the fundamentals of how to assess and treat children and adolescents using CBT and also how to evaluate response to treatment for a variety of social-emotional and mental health concerns. The course will focus on adaptations for culturally and linguistically diverse clients and for school psychologists working in settings where trauma and exposure to it are prevalent. 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, including

disproportionate exposure to trauma and direct experience with it. 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, which informs the annual review of progress. Every graduate student in the school psychology program is assessed on all dispositions in every school psychology course. In CIEP 544, the specific disposition items that are particularly relevant to this course are showing honesty, integrity, value and ethical behavior in all professional and graduate student work, accepting and responding effectively to supervision, having empathy for others, and using critical thinking. We focus on how to effectively identifying evidence-based approaches to mental health 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 544", 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.

### ***Smart Evaluation:***

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

-The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**Please see the SOE Syllabus Addendum at the end of this syllabus 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.
- Burke-Harris, N. (available Jan, 2019), In soft-cover: *The Deepest Well: Healing the Long Term Effects of Child Adversity*. London, UK: Blue-Bird/MacMillan.
- 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.**

Course Requirement/Assignment	Due Date	Points Possible
1). Professional Behavior and Communication	Ongoing	15
2). In-Class Activities	Ongoing	30
3). Reflection #1	January 28th	10
4). Case Study Audio-Tape Role Play and Transcript #1 (General CBT Issue)	Feb 11th	40
5). Counseling Case Conceptualization	February 25th	25
6). Trauma-Focused CBT Online Training Please complete the Trauma-Focused CBT 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 follow: <b><a href="http://tfcbt.musc.edu/">tfcbt.musc.edu/</a></b>	March 17th	25
7). Case Study Audio-Tape Role Play and Transcript #2 (Trauma-Focused)	March 24 <sup>th</sup>	40
8). Ideal Trauma-Informed School Description	April 7th	25
9). Reflection #2	April 21st	10
<b>Total Points Possible</b>		<b>220</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. If you need to miss class in which we do an in-class activity, such as in order to attend an internship interview, I will provide an alternative assignment for you to complete.

**3. 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.

**4. Case Study Audiotape Role Play and Transcript #1.** In pairs, students will each audiotape a fictional counseling session which, will be an **initial interview** to address a general social-emotional/mental health issue that could be addressed by a CBT approach. 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.

**5. Counseling Case Conceptualization.** Students will write a case conceptualization for their individual counseling case being completed in the School-Based Practicum. It is ideal if the individual counseling case could be approached from a cognitive behavioral perspective. If you do not yet have an individual counseling case that fits this description, then please consult with Dr. Fenning and we will problem solve a solution. The case conceptualization write-up should contain information organized as follows: (1) presenting concerns/referral issues; (2) background information, including issues related to diversity; (3) client strengths and areas of individual growth to be prioritized within counseling (4) three initial counseling goals that you believe can show measurable growth during the time in which you will be working with the student.

**6. TF-CBT Online Training.** Each student will complete the *TF-CBT Web* online training program in TF-CBT (<http://tfcbt.musc.edu/>) and submit a screenshot of the completion certificate on Sakai.

**7. Case Study Audiotape Role Play and Transcript #2.** In pairs, students will each audiotape a fictional counseling session, which will be based on a case of **a student being to and/or directly experiencing trauma**. 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 Dr. Fenning 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.

**8. Ideal Trauma-Informed School Description.** As we have spent a portion of the course on trauma-informed care and practices, the purpose of this assignment is for you to reflect on your experiences in schools thus far and describe what you envision in creating an ideal trauma-informed school. Draw upon your online TF-CBT training and our reading of "The Deepest Well" to infuse some best practices in applying a trauma-informed care and approach to a school setting.

**9. 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 will continue to be, and some areas you have identified to explore and develop during your next phase of training in either internship or advanced practicum.

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 14 <sup>th</sup> , 2020	Course Overview and Introduction to Case Conceptualization	None
January 21st 2020	Introduction Case Conceptualization Assessment Session Structure Homework	Friedberg & McClure, Chapters 1-2 and Chapter 10
January 28th, 2020	Case Conceptualization, Continued	Friedberg & McClure, Chapters 3 -5  <b>Reflection #1 Due (Beginning thinking about personal history and counseling)</b>
February 4th, 2020	Beginning Treatment Planning	Friedberg & McClure, Chapters 6-7

February 11th, 2020	Cognitive Behavioral Intervention/Motivational Interviewing Approaches and Specific Techniques	Friedberg & McClure, Chapters 8 and 9 <b>Case Study Audio-Tape Role Play and Transcript #1 (General Social-Emotional or Mental Health Issue)</b>
February 18 <sup>th</sup> , 2020	No Class	National Association of School Psychologists (NASP) 2020 Meeting –Baltimore, MD
February 25th 2019	Motivational Interviewing Techniques	<b>Counseling Case Conceptualization</b>
March 3 <sup>rd</sup> , 2020	<b>No Class</b>	<b>Loyola Spring Break</b>
March 10th, 2020	Application of Motivational Interviewing and Cognitive Behavioral Principles with Families and Parents	Friedberg & McClure, Chapters 15 and 16
March 17th, 2020	Addressing Trauma Experiences through Trauma Informed Care and Cognitive Behavioral Techniques	Burke Harris, Chapters 1-6 <b>TF-CBT Online Training Completed/Submit Certificate of Completion</b>
March 24th, 2020	Creating a Trauma Narrative as Part of Cognitive Behavioral Techniques	Burke Harris, Chapters 7-13 <b>Case Study Audio-Tape Role Play and Transcript #2 (Trauma-Focused)</b>
March 31st, 2020	Addressing Depression and Other Affective Disorders	Friedberg & McClure, Chapter 11
April 7 <sup>th</sup> , 2020	Addressing Anxiety and Other Related Disorders	Friedberg & McClure, Chapter 12 <b>Ideal Trauma-Informed School Description</b>
April 14 <sup>th</sup> , 2020	Addressing Disruptive Behaviors and Other Related Disorders	Friedberg & McClure, Chapter 13
April 21 <sup>st</sup> , 2020 Last Class	Using Cognitive Behavioral Techniques with Children that Have Autism and Related Disorders	Friedberg & McClure, Chapter 14 Class Wrap-Up <b>Reflection #2</b>
April 24 <sup>th</sup> , 2020	Classes End	
Finals Weeks	Week of April 27 <sup>th</sup> , 2020	No Final Exam

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

**Smart Evaluation**

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**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/)

**Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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***.