

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

PREVENTION, ASSESSMENT, & INTERVENTION: ADVANCED CLINICAL SKILLS
CIEP 544-001 and CIEP 544-002
Spring 2021

Instructor: Pamela Fenning, Ph.D.
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Class Time: Thursday, 1:15 PM – 4:15 PM
Synchronous and Asynchronous Online Sessions
(Please see specific dates below)

Virtual Office Hours: Tuesday 10:00 AM -12:00 PM and by Appointment

Responsiveness: Email policy is 24/7, when you send an email, I will respond in 24 hours, 7 days a week. I will return assignments in one week's time with the exception of the videos which may be up to two weeks

School of Education Commitment - COVID-19:

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [*Cura Personalis*](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return

[Spring 2021 RETURN to CAMPUS Checklist](#)
[Spring 2021 RETURN to CAMPUS Guidance](#)
[Required Personal Safety Practices](#)
[COVID-19 Testing and Reporting Protocol](#)
[COVID-19 Campus Updates](#)

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 include coverage of trauma-informed care using CBT approaches for children who have experienced trauma. Adaptations and applications as part of the current COVID-19 reality will be covered. 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 of all forms, including racist trauma, 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).

Learning Outcomes:

At the end of the course, you will be able to:

- 1). Identify strengths and weaknesses in your basic counseling skills when planning for case conceptualization at the beginning of counseling/therapy.
- 2). Identify strengths and weaknesses in your trauma-informed counseling skills.
- 3) Develop a case conceptualization from a cognitive-behavioral therapy perspective.
- 4). Reflect, evaluate and revise your case conceptualization during the counseling process
- 5). Plan and deliver a series of individual counseling sessions.

Required Textbooks, Technology and Software:

- 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.

Sakai: You will use Sakai to access all instructional materials and to submit assignments. Step by step instructions for using Sakai are here: [Sakai Student Site](#). For additional assistance, contact the IT Service Desk at itsservicedesk@luc.edu or 773-508-4487.

Zoom: We will use Zoom for weekly online meetings and office hours. In these meetings, you can share your audio and video with the rest of the class. You will need to download and install Zoom on the computer you plan to use for online meetings. View [How do I download Zoom?](#) for additional instructions. A camera and microphone are recommended to fully participate in the online meetings. Many laptops will already have a microphone and camera built-in. If you do not have a microphone, there is a call-in option. If you would like to test Zoom before our first scheduled meeting, view [How do I test prior to joining a meeting?](#) To join the Zoom meeting for this course, you will select the Zoom tab from the tool menu on the left-hand side of the page and select the appropriate meeting. For additional Zoom assistance, you can contact 24/7 Zoom support. Visit [How do I contact Zoom support?](#) (cut and pasted directly from template provided by Loyola's Office of Online Learning)

It is also recommended that you purchase a quality headset. Also, please test the microphone/sound on the device you will be using to join synchronous classes. For additional assistance, contact the IT Service Desk at itsservicedesk@luc.edu or 773-508-4487.

Go React: You have access to GoReact, which will be used to create the two practice fictional video-taped role plays for the course. Information about Go React is provided here: <https://help.goreact.com/hc/en-us>. You will log in to Go React with your Loyola login credentials. We may use Go React to facilitate in-class activities.

Panopto: Panopto is a lecture capture software and video repository. You will use Panopto to access the asynchronous lectures for this course. In order to access the videos for this course, you will need to authenticate your Panopto account for this course. To authenticate your account, follow the instructions at [How do I authenticate my Panopto account with a Sakai site?](#) For additional assistance with Panopto contact the IT Service Desk at itsservicedesk@luc.edu or 773-508-4487.

Assignments and Grading:

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, 7th edition. **Please submit an electronic copy of each assignment under "Assignments" within Sakai**, except for the two videos which will be submitted and instructor feedback provided through Go React. Feedback on all other assignments (and the point totals for the two videos) will be sent back through Sakai. All points and grades will be posted in the Sakai grade book. Please see assignment descriptions and point values below:

Course Requirement/Assignment	Due Date	Points Possible
1). Professional Behavior and Communication	Ongoing	15
2). In-Class Activities	Ongoing	30
3). Reflection #1	February 4 th , 2021	10
4). Counseling Case Conceptualization	March 25 th , 2021	25
5). Practice Video-Taped Role Play #1 -First Session -Planning for Case Conceptualization	Feb 18 th , 2021	40
6). Practice Video-Taped Role Play #2 -Trauma-Focused Issue	April 8 th , 2021	40
7). Revisit of Case Conceptualization	April 22 nd , 2021	20
8). Reflection #2	April 29 th	10
Total Points Possible		190

Assignments Descriptions:

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. As one example, you will be required to work with classmates during class time to develop a trauma-informed action plan as part of an in-class activity.

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. Counseling Case Conceptualization. Students will submit 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.

5. Practice Video-Taped Role Play #1 -First Session In pairs, each student will videotape a fictional counseling session which will be an **initial interview/first session** to gather information to inform a beginning case conceptualization from a CBT lens. In this initial role play, you will play a counselor who is meeting a “client” for the first time and your goal is to establish rapport, get to know the main issues of concern to the client and begin to formulate some initial general therapy goals. This means that each dyad produces two videos -one in the role of “counselor” and the other in the role of “client”. The fictional case will be selected by the students from a range of options provided by the instructor available on Go React. Each student will submit the video which was produced with them in the counselor role to Go React.

6. Practice Video-Taped Role Play #2 -Trauma-Focused Issue. In pairs, each student will videotape a fictional counseling session which will involve a **trauma-focused issue** that could be addressed by a CBT approach. This means that each dyad produces two videos -one in the role of “counselor” and the other in the role of “client”. Your counseling scenario will be one you select from the case study options available on GoReact. Each student will take a turn with a partner serving in the role of "counselor" and "client". Each student will submit the video which was produced with them in the counselor role to Go React.

7. Revisit of Counseling Case Conceptualization. Students will submit a revision of their case conceptualization, which includes a detailed description of changes, if any, that were made to the initial case conceptualization now that it has been implemented and more information is known about the client. If no changes were made to the case conceptualization, then the rationale for why no changes are needed should be included in the “revisit”. If there are changes that have been incorporated, a rationale for the changes made should be included in the revisited case conceptualization. The main purpose of this assignment is to gain knowledge and skill in use of the case conceptualization and altering it as treatment progresses.

8. Reflection #2. The second and final 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 individual biases will be addressed in future counseling cases and mental health work in general.

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

Final Grades:

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

Late Work/Make-up Policy:

Readings are due before the start of class on the date indicated on the course schedule. Assignments are also due before the start of class on the date on the course schedule and must be submitted on Sakai, except in the case of the two videos which are submitted on Go React. Please contact me prior to a deadline in order to be eligible for an extension. If you have a significant medical problem or emergency situation, please contact me as soon as possible to discuss making up work/turning in late assignments. All extensions/make-ups are at my discretion. Without prior approval, late assignments will have 10% of the total points possible deducted for each day past the due date.

COURSE SCHEDULE

Date	Topics	Weekly Readings & Assignments Due
January 21 th , 2021	Course Overview and Introduction to Case Conceptualization	Review Panapto Lecture "Course Syllabus and Class Expectations" - Asynchronous -
January 28 th , 2021	Introduction Case Conceptualization/CBT Lens Assessment	- Synchronous Session - Zoom Link Friedberg & McClure, Chapters 1-2 and Chapter 10
February 4, 2021	Session Structure Homework Case Conceptualization, Continued	Friedberg & McClure, Chapters 3 -5 Reflection #1 Due (Beginning thinking about personal history and counseling) -Review Panapto Lecture "Case Conceptualization Components and Examples" - Asynchronous -
February 11 th , 2021	No Class	Individual Break- to Replace Spring Break

February 18th, 2021	Cognitive Behavioral Intervention Session and Treatment Planning	Friedberg & McClure, Chapters 8 and 9 Practice Video-Taped Role Play #1 -First Session -upload to Go React where you will receive feedback; points will be posted on Sakai Synchronous Session- Zoom Link
February 25, 2021	Motivational Interviewing Overview	Feedback Provided -Video-Taped Role Play #1 -Review Panapto Lecture "Overview of Motivational Interviewing" - Asynchronous-
March 4 th , 2021	Motivational Interviewing Practice	Synchronous Session- Zoom Link
March 11 th , 2021	Motivational Interviewing and Cognitive Behavioral Practices with Families and Parents	Friedberg & McClure, Chapters 15 and 16 Synchronous Session- Zoom Link
March 18 th , 2021	Telemental Health Service Delivery: Overview and Adaptations	-Review Panapto Lecture "Overview of Telemental Health-Focus on Counseling Service Delivery" - Asynchronous
March 25 th , 2021	Addressing Trauma Experiences through Trauma Informed Care and Cognitive Behavioral Techniques	Burke Harris, Chapters 1-6 Review Panapto Lecture "Addressing Trauma Experiences Through School Based Trauma Informed Care" - Asynchronous- Counseling Case Conceptualization Due
April 1, 2021	Creating a Trauma Narrative as Part of Cognitive Behavioral Techniques	Burke-Harris, Chapters 7-13 Synchronous Session- Zoom Link Practicing Trauma Responses and Trauma Informed Narrative
April 8, 2021	Using CBT Techniques with Children and Adolescents who have Autism and Related Diagnoses	Friedberg & McClure, Chapter 14 Practice Video-Taped Role Play #2 -Trauma-Focused Issue Review Panapto Lecture "Using CBT and Variations with Children and Adolescents who Have Autism and Related Diagnoses" - Asynchronous-
April 15 th , 2021	Revising Case Conceptualization and Planning for Treatment Termination/Case Evaluation	Readings as Assigned Review Panapto Lecture "Revisiting Case Conceptualization and Planning for Treatment Termination - Asynchronous-

April 22 nd , 2021	Addressing Depression Anxiety and Suicidal Ideation	Friedberg & McClure, Chapters 11 and 12 “Revisit Case Conceptualization Assignment Due” Synchronous Session- Zoom Link Practice Depression and Suicidal Ideation Scenarios
April 29th, 2021 -Last Class	Addressing Disruptive Behaviors and Other Related Disorders	Friedberg & McClure, Chapter 13 Final Reflection #2 Synchronous Session- Zoom Link Practice De-Escalation Techniques and Other Responses to Disruptive Behavior
Finals Week	No Class	No Class

SOE Vision:

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission:

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

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 those with 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 (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

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. 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.](#)

Additional ONLINE Course Policies

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student

activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Synchronous Meetings**

This class will have both synchronous and asynchronous meetings. Please see course outline for specific dates. All asynchronous meeting materials will be posted by Thursday at 1:00 pm (most likely sooner) in the week in which the content will be covered. All scheduled live synchronous meetings will be held on Thursdays from 1:15 -4:15 pm.

***Student Participation**

You should check every Thursday for the posting of asynchronous materials which will be posted on Sakai. During synchronous sessions, you are expected to be engaged and an active participant in class discussion and break out activities. The synchronous time will be reserved primarily for interactive activities while the asynchronous lessons will be primarily in the form of Panopto lectures, along with additional resources.

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

***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. 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***.

Syllabus Addendum Link

<https://www.luc.edu/education/studentlife/resources/syllabi/>