Instructor: Chelsea N. Yanuaria, M.A.
Email: cyanuaria@luc.edu
Phone: (253) 335-1081
Office Hours: Tuesday 12:00–1:00 pm by appointment (https://luc.zoom.us/j/85885856281)
Class Meeting: Tuesday 4:15–6:45 pm, Corboy Room 306 (https://luc.zoom.us/j/84247757083)

My preferred modality of communication is via email. I am committed to monitoring my email carefully and responding to your messages within 24 hours during the workweek.

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 2021-2022 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. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.

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 webpage 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. Active and engaged communication with all of your professors is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

On-Campus COVID-19 Testing: Everyone in our community is strongly encouraged to participate in on-campus surveillance testing—even if fully vaccinated and boosted.
**COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and [test often](#). N95 masks are available for pick up at each on-campus testing site. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**COVID-19 Reporting Protocol:** If you test positive for COVID-19, continue to follow the University’s [Positive Diagnosis Protocol](#) and report your case to the University immediately by contacting [COVID-19report@LUC.edu](mailto:COVID-19report@LUC.edu) or by calling 773-508-7707.

**Exposure notification process update:** Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like [Tell Your Contacts](#) to report anonymously.
COURSE DESCRIPTION & OBJECTIVES:
This course represents an introduction to theories of counseling and psychotherapy with a specific focus on working with children and adolescents. It is the goal of this course that through the class, students will gain a working knowledge of major theoretical orientations, consisting of their propositions, techniques, and applications. Specifically, therefore, this course is designed to help students achieve two learning goals, including (1) gaining knowledge of counseling theories, and (2) learning to apply knowledge and skills to case conceptualization.

Note: The two course objectives are the objectives that students will be asked to evaluate at the end of the semester via the Smart Evaluation system. In the Smart Evaluation system, these are labeled (1) gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories), and (2) learning to apply course material (to improve thinking, problem-solving, and decisions). The addendum to this syllabus (see last two pages) explains more about the Smart Evaluation system.

REQUIRED TEXTS:

*Selected chapters will be uploaded to Sakai from:


*Additional articles:


*Additional media:*

- Counseling and Psychotherapy Theories in Context and Practice (luc.edu)
- Adlerian Play Therapy (luc.edu)
- Cognitive-Behavioral Child Therapy (luc.edu)
- Gestalt Therapy with Children (luc.edu)
- Group Counseling with Adolescents: A Multicultural Approach (luc.edu)
- Group Counseling with Children: A Multicultural Approach (luc.edu)
- Narrative Family Therapy (luc.edu)
- Narrative Therapy with Children (luc.edu)
- Person-Centered Child Therapy (luc.edu)
- Solution-Focused Child Therapy (luc.edu)
- Three Approaches to Psychotherapy (1964) Part 1: Client-Centered Therapy with Carl Rogers, Ph.D. - YouTube
- Three Approaches to Psychotherapy (1964) Part 2: Gestalt Therapy with Frederick Perls, M.D., Ph.D. - YouTube
- Three Approaches to Psychotherapy (1964) Part 3: Rational Emotive Therapy, with Albert Ellis, Ph.D. - YouTube
- Childhood trauma impacts millions of Americans, and it’s having devastating consequences - YouTube
- The overwhelming impact of childhood trauma on Chicago's West Side - YouTube
- Treating trauma early to help children cope down the line - YouTube
- Emotion Coaching Theoretical Overview
- Hand Model of the Brain
- Meta-Emotion – Sadness

**COURSE REQUIREMENTS:**

**Attendance:** Students are required to be present for the entirety of class except in the case of illness or emergency. If you must miss part or all of a class, notify the instructor via email. Two points will be deducted per missed class unless the absence is excused by the instructor.
Participation and Professional Decorum (20%): Students are expected to have read all material for the course and engage in respectful class discussion on the readings. Each person brings to this course a wealth of ideas, knowledge, and skills based on their own personal and professional experiences. Thus, each student’s participation is valued and honored as part of this learning process. 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. If you do not meet expectations for participation, you will receive a course deduction of two points per class.

Peer Teaching (20%). Students will form small groups and present a theory selected from those covered in class and facilitate class discussion. Each group will use guidelines provided by the instructor which specify the content and structure of the presentation. The guidelines will also divide the presentation into sections, so group members can discuss, and each choose one section of interest. The grade will be based on group and individual performance. The instructor will provide learning materials supplementing the student presentation.

Theory Application Papers (30%): Students will select one theory from the theories covered in class and use it to conceptualize a case scenario. Students will write three to four pages describing how they would apply the concepts and techniques of that theory to a case provided by the instructor. The focus of the paper should be on the specific concepts of the theory that apply to the client as evidenced by their behavior/thoughts/feelings. If there are some aspects of the theory that might be problematic even if the overall theory appears useful, include this in the analysis. Finally, describe how treatment might progress for the client according to the chosen theory. Students will complete two theory application papers throughout the semester. Papers will be 3-4 pages in length, 12-point font, double-spaced, use 1-inch margins.

Optional Video Demonstration: Students may select to replace one theory application paper with a video demonstration utilizing a theory covered in class. Students will be responsible for finding a volunteer to act as the client. Students may utilize the case vignette provided by the instructor or use a case scenario they have developed on their own. Students will submit their video recording as well as a brief time-stamped review highlighting the techniques attempted in the video demonstration. Recordings should be long enough to demonstrate knowledge and techniques of the chosen theory and no longer than 20 minutes.

Emerging Theoretical Orientation Paper (30%): In this course, students will learn about and critically analyze the major theoretical orientations in the field of counseling with a specific focus on theories relevant to work with children and adolescents. The content of this course is meant to facilitate students emerging theoretical orientations. Thus, students will write five to six pages outlining their emerging approach to counseling (combining at least 2 approaches discussed in class). The paper will include a discussion of:
• Important distinctive elements of each theory chosen (major tenets of the approaches)
• How the chosen theories mesh well together and complement each other
• How students intend to combine technique and philosophy of each of the theories
• Why these theories will work well within the school setting
The paper will be written in APA style. It should be 5-6 pages in length, 12-point font, double-spaced, and use 1-inch margins. Students should cite at least 4 sources outside of the textbook. Students may select to cite sources provided in the resources folder on Sakai. All sources must be properly cited.

**Grading:**
- 90.0-100% = A
- 87.0-89.99% = B+
- 80.0-86.99% = B
- 77.0-79.99% = C+
- 70.0-76.99% = C
- 60.0-69.99% = D
- <60% = F

**Late Assignment Policy:** Late assignments will not be accepted without the previous permission of the instructor. If an extension is granted, grades will be lowered by 10%. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

**SCHOOL OF EDUCATION 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.

**SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:**
Social Action through Education. As a counselor or counseling psychologist, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination are culturally relevant, theoretically grounded, and evidence-based.

**DIVERSITY:**
Your programs are committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. This course will cover a variety of theoretical and evidence-based approaches to working with diverse children, adolescents, families, and communities.

**DISPOSITIONS:**
Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas
of Professionalism, Inquiry, and Social Justice. The specific disposition that students should develop in this class is Professionalism. The descriptions of the expected behaviors for the listed disposition can be found on the rubric posted in LiveText for this course.

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 circumstances that may have some impact on your coursework, 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 (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.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters/Readings</th>
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<tbody>
<tr>
<td>Jan 18</td>
<td>Introduction to course</td>
<td>Chapters 3</td>
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<td>The Counseling Process</td>
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<td>Jan 25</td>
<td>Psychoanalytic Counseling</td>
<td>Chapter 2 &amp; 5</td>
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<td>Developmental, Contextual, &amp; Cultural Considerations</td>
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<td>Feb 1</td>
<td>Person-Centered Counseling</td>
<td>Chapters 6</td>
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<td>Feb 8</td>
<td>Behavioral Counseling</td>
<td>Chapter 8</td>
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<td>Feb 15</td>
<td>Cognitive Behavioral Therapy</td>
<td>Chapters 12 &amp; 13</td>
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<td>Rational Emotive Behavior Therapy</td>
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<td>Feb 22</td>
<td><strong>Special Topics: Trauma &amp; Bullying</strong></td>
<td>Chapter 15</td>
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<td>Theory Application Paper due by 11:55 pm</td>
<td>Weisz &amp; Kazdin</td>
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<td>Mar 1</td>
<td>Narrative Counseling</td>
<td>Chapters 1 &amp; 2</td>
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<td>Mar 8</td>
<td>SPRING BREAK</td>
<td>Winslade &amp; Monk</td>
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<td>Mar 15</td>
<td>Solution-Focused Counseling</td>
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<td>Mar 22</td>
<td>Adlerian/Individual Psychology</td>
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<td>Mar 29</td>
<td>Gestalt Counseling</td>
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<td>Apr 5</td>
<td><strong>Special Topics: Family Theories</strong></td>
<td>Chapter 15</td>
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<td>Theory Application Paper due by 11:55 pm</td>
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<td>Apr 12</td>
<td><strong>Special Topics: Play Therapy &amp; Group Counseling</strong></td>
<td>Chapter 17 &amp; 18</td>
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<td>Apr 19</td>
<td>Summary and Integration of Theories</td>
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<td>Course Wrap-Up</td>
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<td>**Guest Speakers</td>
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<td>Apr 26</td>
<td><strong>Emerging Theoretical Orientation Paper due by 11:55 pm</strong></td>
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*Readings listed are the required readings for each class. The course will also engage additional suggested readings from the previously identified texts as well as additional media which will be posted to Sakai.*

**A panel of students currently completing their clinical practicums will visit our final class to share their experiences working in schools and how they utilize theories in their work with children and adolescents.*
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 into 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. 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.
**Digication**
All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

**Digication** is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

**Syllabus Addendum Link**

[https://www.luc.edu/education/academics/syllabi/](https://www.luc.edu/education/academics/syllabi/)

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*. 