

PRE 975
Therapeutic Intervention: Home and School
Fall, 2007
Syllabus

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Meeting Times: Monday 1:30-4:20

Location: 622 Pearson Hall

Course Webpage: <http://courseware.ku.edu/>

Primary Sources:

Thompson, C.L. & Henderson, D. (2007). *Counseling children* (7th ed.). Belmont, California: Brooks/Cole. [Abbreviation= **T&H**]

Mash, E.J. & Barkley, R.A. (2006). *Treatment of Childhood Disorders* (3rd ed.). New York: Guilford. [Abbreviation= **M&B**]

Other Reserve Readings - TBA

Purpose of the Course

This course is designed to advance the student's knowledge of approaches to intervention including counseling theories as well as providing supervised field experiences. The course will focus on training students to initiate, maintain, and appropriately terminate relationship in both individual and group counseling situations. Ethical and legal issues will be discussed along with the effectiveness of counseling/interventions. There will be an emphasis on prevention and counseling ethnically diverse students.

School of Education & SPSY Program Standards

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code...*"Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges."* The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

The SPSY program related standards that are related to this course are shown below. Detail on the performance items related to each standard can be seen by looking under the "Course Documents" button and by clicking on the "Program Standards" button.

Standard #4 [Collaboration for Behavioral and Social Emotional Intervention] *The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.* [Knowledge Goals - 2, 4, 5, 6, 8 & 9; Performance Goals - 1, 2, 3, 7, 8, 10 & 11]

Standard #5 [Diversity] *The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.* {Knowledge Goals - 1 & 2; Performance Goals - 1 & 2}

Student Activities and Evaluation

Each student will initiate at least **one individual counseling** case and **one counseling group** during the semester on their field (practicum) site or in the Center for Psychoeducational Services (CPS). The Practicum Field Supervisor will be responsible for on-site supervision with the University Supervisor (Lee) responsible for clinical supervision of cases (especially for children seen in the CPS). **Treatment planning forms and case (SOAP) notes will be completed and turned in (to your primary supervisor) or updated after each counseling session.**

Counseling Goals - Develop your preliminary goals for counseling by completing the "School Psychology Counseling/Intervention Evaluation Form". Type the goals up and share this with your practicum supervisor or at an arranged appointment with the instructor if you are not on practicum. Sign below the goals and turn them in to the instructor not later than the Sept. 11th class period. At any time during the semester (or especially after completing a tape analysis), you may alter your goals. Share this with your supervisor and ask for feedback. **Use your goals to analyze your strengths and weaknesses for your written analysis of each tape and in your final case presentation and paper.**

Session Taping and Analysis Assignments - All counseling sessions must have parental approval for counseling and taping (this form will be provided to you). Three taped counseling sessions will be completed. Excerpts from your tape may be used to illustrate techniques of counseling in class. Details for this assignment are posted on the course website under "Assignments". In addition, grading criteria for the tape analysis is provided under the "Course Documents" portion of the website. Dates for turning in tapes and analysis write-ups for the fall term are: Tape #1 - October 8; Tape #2 - November 5 and; Tape #3 December 3. Each tape analysis and write up is worth a maximum of 15 points each for a total of **45 points** devoted to this activity.

Class Participation, Assignments & Class Activities - Assignments will be due for each class period. These will always include readings but in many cases will include other activities. All outside readings will be made available to students on the course website on Blackboard. It is expected that all students will have completed the assignment and will

be ready to participate in each class period. Videos associated with this course are located in the student clinician room (Room 130V) in CPS. Complete the attached "Counseling Techniques Sheet" for all readings marked with an asterisk* and be ready to present the technique you extracted from the reading or video in class. These will be collected at the end of each class and merged into a compendium of counseling techniques for students to keep and use in practice.

Readings and videos marked with an asterisk* Class participation will also be judged on the participation and facilitation of the Mash and Barkley readings. See the attached (or on the course website) Mash and Barkley curriculum plan. Preliminary participation grades will be posted by mid-semester (if not earlier) as formative data. Please feel free to discuss your participation grade with me at any time. **(15 pts.)**

Case Presentation & Paper - Case presentation will take place in the last class period (before final exam week). Case presentations will be a summary of a case (or group) that you have carried throughout the semester. The presentation itself should be an engaging presentation of the associated paper (without reading the paper). Details on the "Case Presentation & Paper" assignment can be seen under the "Assignments" button on the course website. The Case Presentation and Paper account for **40 points** of the total course grade.

Exams - Two exams will be given. The exams will include multiple choice, true/false, fill-in-the-blank or short answer items and will cover the readings and topic presentations. Exams will take about 20 minutes to complete. Each exam will be worth 20 points for a total **40 points** toward your course grade. Exam #1 is scheduled for October 15th. Exam #2 will be held on December 10th @ 1:30PM.

Class Sessions - Class sessions will be broken up into parts. Not every part will be included in each class period.

Part 1 will be a discussion on cases currently underway on the practicum site or in the CPS. This will include an open discussion with problem solving by all class members of approaches to take with the presented cases. This part will be limited until mid-September when students begin obtaining cases for counseling.

Part 2 will be given to a general topic related to therapeutic intervention (see course calendar below). The instructor will lead this seminar type discussion of the topical readings. Some direct presentations may be done. This part will be given more time per class period during the first month of class while theories and models of counseling are presented and discussed.

Part 3 will concentrate on counseling students with certain exceptional characteristics (e.g., phobias/fears). See the course calendar below for these topics from Mash and Barkley. This will feature a seminar type discussion led by students of the topical readings. This part will not begin until the week of October 8th.

Part 4 will be a direct working session including the creation of treatment plans, role-plays and counseling session critiques. This is chance to work on your cases with direct supervision.

Grades - 126-140 = A; 112-125 = B; 98-124 = C; 84-123 = D; <83 = F

Course Calendar

August 20 [No formal class - APA Convention]

Read Syllabus online

Introduction to the Child's World (Chapter 1 - T&H)

Counseling Process (Chapter 2 pp. 33-57 - T&H)

----- **Begin Theories and Models Block** -----

August 27

Discussion readings from August 20th

Common factors presentation and discussion.

Reality Therapy - Chapter 4 T&H*

Video - *Counseling with Choice Therapy: the New Reality Therapy* by

William Glasser (video in CPS)*

Treatment Planning and Practice

September 10 [Counseling Goals Due]

Discussion of Cases

Behavior Therapy - Chapter 9 T&H*

Video - *Cognitive Behavior Therapy* by John Krumboltz (video in CPS)*

Treatment Planning and Practice

September 17

Discussion of Cases

Rational Emotive Therapy (RET) - Chapter 8 T&H*

Video - *Rational Emotive Therapy with Children and Adolescents* by

Michael Bernard (video in CPS)*

Treatment Planning and Practice

October 1

Person-Centered Counseling - Chapter 6 T&H*

Video - *Person Centered Therapy* by Natalie Rogers (video in CPS)*

Video - *Child Centered Play Therapy: A Clinical Session* by Gary Landreth (video in CPS)*

Treatment Planning and Practice

October 8 [Tape #1 and Analysis Due]

Brief Counseling: Solution-Focused Strategies - Chapter 5 T&H*

Video - *Solution Focused Therapy* by Insoo Kim Berg (video in CPS)*

Treatment Planning and Practice

----- **End Theories and Models Block** -----

October 15 [Exam 1]

Discussion of Cases

Evaluation of Counseling - PP. 58-70 T&H and Readings from *Outcomes & Incomes* (available on course website on Blackboard)*

ADHD - Chapter 2 M&B

October 22

Discussion of Cases

Philosophy and Effectiveness of Psychotherapy - Readings (under Course Documents)

Mahrer, A.R. (2000). Philosophy of science and the foundations of psychotherapy. *American Psychologist*, 55, 1117-1125.

Rychlak, J.F. (2000). A psychotherapist's lessons from the philosophy of science. *American Psychologist*, 55, 1126-1132.

Seligman, M.E. (1995). The effectiveness of psychotherapy: The *Consumer Reports* study. *American Psychologist*, 50, 965-974.

Stage, S.A., & Quiroz, D.R. (1997). A meta-analysis of interventions to decrease disruptive classroom behavior in public education settings. *School Psychology Review*, 26, 333-368.

Conduct Disorders - Chapter 3 M&B

October 29

Discussion of Cases

Group Counseling - Chapter 17 T&H*

Autism Spectrum Disorders - Chapter 7 M&B

November 5 [Tape #2 and Analysis Due]

Discussion of Cases

Biofeedback, Relaxation and Self-Regulation - Readings TBA*

Fears and Anxieties - Chapter 4 M&B

Videos - *CBT for Anxiety in Adolescents Parts 1 & 2* (video in CPS)

November 12

Discussion of Cases

Counseling Children from Different Cultures and Exceptional Children - Chapters 15 & 18 T&H*

Mentally Retarded Children - Chapter 6 M&B

November 19

Discussion of Cases

Ethical and Legal Issues in Child Counseling - Chapter 20 T&H

Eating Disorders - Chapters 12 M&B

November 26

Discussion of Cases

Crisis Prevention and Intervention - Presentation and Handouts

Psychopharmacotherapy - Abrams, L., Flood, J, & Phelps. L. (2006).

Psychopharmacology in the schools. *Psychology in the Schools*, 43, 493-501. (Under Course Documents)

Substance Abuse - Chapter 11 M&B

Depression and Suicide -Chapter 5 M&B

December 3 [Tape #3 and Analysis Due]

Case Presentations

December 10 [Exam 2]