Therapeutic Psychology:

Techniques of Counseling and Psychotherapy
Psyc 603 (3 credit hours)
Fall 2016

Instructor: Gary L. Alderman, Ph.D.   Meeting time: 9:00 – 11:45, Mondays

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Mon: 12:30-4:00
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Required texts:

Henderson, D.A. & Thompson, C.L. (2011). *Counseling children* (Eighth Edition). Belmont, California: Brooks/Cole Publishing Co.

Cormier, L. S., P.S. Nurius, & C.J. Osborn (2013). *Interviewing and change strategies for helpers* (7th Edition). Monterey, California: Brooks/ Cole Publishing Co.

Objectives and Student Learning Outcomes:

1. The counseling process, the student will:

    Understand the components of the general counseling process.
    Be aware of the personal and professional role of the counselor.
    Integrate the knowledge of the ingredients necessary for creating an effective helping
        relationship.
    Be aware of and effectively use interpersonal variables to enhance the therapeutic relationship.

2. Understanding the view of children and adolescents in the counseling process, the student will:

    Understand the needs of the child in the counseling process from a cognitive, developmental,
    self-esteem, language development, and social framework.

    Be able to adjust interviewing and counseling skills based on the various needs and levels of the
        child or adolescent.
    Be aware of and use effective communication skills with children and adolescents.
    Develop the skills and knowledge about how young children communicate through play.

3. Basic techniques, the student will:

    Develop the ability to understand and use nonverbal techniques from the child and adolescent.

    Understand how the therapist's nonverbal behaviors can affect counseling.

Effectively use basic listening responses in counseling.
Effectively use various action responses including questioning, confrontation, interpretation, and information giving.
Be aware of a variety of interviewing techniques to use with children and adolescents.
Understand the phases of the counseling process.

4. Assessment, the student will:

Be familiar with various models for conceptualizing student problems.

Effectively use interviewing to assess problems and determine directions for counseling.
Be able to develop and use a Goal Attainment Scale to progress monitor counseling.

5. Theories and techniques, the student will:

Develop an in-depth knowledge of several counseling theories and how they apply to children and adolescents.
Be able to integrate basic therapeutic techniques with the techniques of specific counseling theories.

Format:

1. Readings as assigned from the three required texts and additional readings as assigned. IT IS IMPERATIVE THAT ASSIGNMENTS ARE READ PRIOR TO COMING TO CLASS AS PRACTICE EXERCISES AND ROLE PLAYING WILL BE USED TO DEMONSTRATE THE UNDERSTANDING OF CONCEPTS AND TECHNIQUES.

2. Mini-lectures

3. Role-plays

4. Cooperative group discussions

5. Video tapes for demonstrations of basic therapeutic techniques.

6. Written learning activity exercises.

7. Rapid Readings

8. Practicum: Toward the latter part of the semester you will be asked to start counseling with 2 students in your traineeship site. One student should be from age 5-11, and the other should be from age 13-21. These two cases will be continued throughout the spring semester. **Please audio record each session.** Each student will turn in the audio file to the instructor and meet with him to review. **Be sure to clearly label each audio with the student's first name, age, session number, and date of session.**

Requirements:

1. Each student will be asked to turn in one video demonstrating basic techniques in counseling.

2. Mid-term exam.

3. Multimodal Behavior Therapy Profiles (MMBT) and Goal Attainment Scale (partially completed) on the two counseling students from the traineeship site.

4. Show excellent preparation for the Rapid Reading activity.

5. Complete "Role Play Self-Assessment" forms.

Grading:

Video Tape   50 points
Mid-term   100 points
MMBT/ Audio Tapes 100 points (50 points each)
Rapid Reading   25 points

255-275 = A (93%-100%)
247-254 = A- (90%-92%)
239-246 = B+ (87%-89%)
228-238 = B (83%-86%)
220-227 = B- (80%-82%)
Below 220 = F

Please notify the instructor prior to any absences. More than one absence will require a conference and possible loss of course credit.

Students with Disabilities/Need of Accommodations for Access:

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Disability Services.

 Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online *Student Handbook* (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf).

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Tentative Schedule

Date	Topic	Assignment

The Counseling Process

Aug. 29　　Introduction; overview of the counseling
　　　　　　process; characteristics of effective helpers;
　　　　　　issues affecting the therapeutic relationship

Sept. 5　　Labor Day Holiday, No Class

Sept. 12	Relationship enhancement variables; the interaction nature of the counseling process; communication with children.	C, N & O, Ch. 2 & 3 Case studies **OBTAIN COUNSELING CLIENTS**

Understanding the View of the Child

Sept. 26	Developmental and cultural factors affecting children's communication: self-esteem, cognitive, language, and social.	T & H, Ch. 1&2 Case studies

Basic Techniques

Sept. 28	Nonverbal behaviors; listening responses: clarification, paraphrasing, reflection, summarization.	C,N & O, Ch 4 T & H, Ch. 3 Case studies

Oct. 3	Listening responses (con't); action responses: probes, confrontation, interpretation, information giving.	C, N&O Ch. 5 T & H, Ch. 4 Case Studies

Oct. 10　　Action responses (con't); skill integration　　Same as above

Oct. 17　　NO CLASS; FALL BREAK

Oct. 31　　MID-TERM EXAM

Assessment

Nov. 7	Conceptualizing problems; models of assessment; conducting the child interview	C,N&O Chap.6&7 **Video Tape Due** **Start First Session**

| Nov. 14 | Eliciting information from the child for assessment and goal setting (GAS); determining Outcomes, activities for beginning sessions. | C,N&O Chap. 8 |

Theories and Techniques

Nov. 21	Reality Therapy	T&R. Ch. 9
Nov. 28	Reality Therapy	T&R, Ch. 9
Dec. 5	Solution-focused Therapy	T&R, Ch. 10

Role Play Self-Assessment

Name:

Skill Currently Practiced: _____

Please check one:

___ I have had sufficient practice and although I need future practice I'm ready to move on to the next skill.

___ I still feel the need to have a little more in-class practice with this skill.

___ I feel very uncomfortable with this skill and need much more practice.

Please check all that apply:

___ I would prefer to practice this skill using the triad method.

___ I would prefer to practice this skill using the co-counseling method.

___ I would like to see this method modeled more.

Please comment on aspects of learning this skill, e.g., the level of difficulty, other methods to practice, etc.:

Skill Evaluation

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Tape

1. Conveyed support and warmth without approving or disapproving of the student.
   1   2   3   4   5

2. Conveyed spontaneity, was not "mechanical" when responding to the student.
   1   2   3   4   5

3. Responded to feelings and issues as they occurred within the session (here and now).
   1   2   3   4   5

4. Used clarification appropriately.
   1   2   3   4   5

5. Used paraphrasing and reflection appropriately.
   1   2   3   4   5

6. Used summarization appropriately.
   1   2   3   4   5

7. Used open-ended and closed-ended questions appropriately.
   1   2   3   4   5

8. Used interpretation appropriately.
   1   2   3   4   5

9. Showed effective nonverbal behaviors.
   1   2   3   4   5

10. Showed appropriate structure in the session.
    1   2   3   4   5

Winthrop School Psychology Program
Syllabus Addendum for PSYC 603

School Psychology Program students' grades are aggregated and used to document their attainment of knowledge and skills. This form documents the relationship of this course to the NASP Domains of Training and Practice and how course grades are determined by the instructor.

NASP Domains of Training and Practice	Course Focus	Assessment Methods
2.1 **Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.	**This domain is**: X Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** X Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe
2.2 **Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	**This domain is**: ☐ Not a focus of the course X A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable X Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Individual supervision about counseling cases.

2.3 **Effective Instruction and Development of Cognitive/ Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.	**This domain is**: X Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** X Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe
2.4 **Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course X A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable X Exams ☐ Papers ☐ Candidate presentations X Graded simulations Other: Supervision based on audio recording of real counseling cases.
2.5 **Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	**This domain is**: Not a focus of the course X A minor focus of the course A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable X Exams ☐ Papers ☐ Candidate presentations X Graded simulations Other: Supervision of counseling cases

2.6 **School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	**This domain is**: X Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** X Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe
2.7 **Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course X A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable X Exams ☐ Papers ☐ Candidate presentations X Graded simulations Other: Supervision of counseling cases
2.8 **Home/School/Community Collaboration:** School psychologists have knowledge of family systems, family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	**This domain is**: X Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** X Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe
2.9 **Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	**This domain is**: X Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** X Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe

2.10 **School Psychology Practice and Development:** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	**This domain is**: X Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** X Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe
2.11 **Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	**This domain is**: X Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** X Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe