Therapeutic Psychology:
Techniques of Counseling and Psychotherapy
Psy 611
Spring 2016

Instructor: Gary L. Alderman, Ph.D. (aldermang@winthrop.edu)
803-323-2637; 704-231-9970 (C)   Kinard 110B
Meeting time: Mon, 2-4;45
Meeting place: Kinard 111
Office hours: Monday: 11-2: Tuesday: 9:30-12:30

Required texts:

Thompson, C.L. & Rudolph, L. B. (2011). *Counseling children* (8th Edition). Pacific
     Grove, California: Brooks/Cole Publishing Co.

 Cormier, L. S. & Nurius, P. S. (2013). *Interviewing and change strategies for helpers*
(8th Edition). Monterey, California: Brooks/ Cole Publishing Co.

Objectives and Expected Outcomes:

1. Theories of counseling and techniques
•   To have an in-depth knowledge of selected counseling theories and how they apply
     to children and adolescents.
•   Be able to integrate basic therapeutic techniques with the techniques of specific
     counseling theories.

2. Develop and carry-out counseling treatment plans for school-age students
•   Be able to use assessment information and goal setting techniques for the
     formulation of therapeutic intervention.
•   Be aware of the "best-fit" for selection of therapeutic approach.
•   To be flexible during counseling treatment phase.

3. Play Therapy
•   To know the basic theory of Play Therapy
•   To use Play Therapy as an effective therapeutic technique

4. Counseling students with special concerns
•   Be able to use basic therapeutic techniques and counseling theories in dealing with
     students with special concerns including: Children of abuse, children of divorce,
     death and dying issues, children of different cultures, children who are suicidal.
•   To effectively consult with others who work with these students about these special
     concerns.
5. Counseling with exceptional students

- Be able to effectively counsel with students with various exceptionalities including: Students who are gifted, emotionally disturbed, learning disabled, mentally retarded, and/or physically disabled.
- To effectively consult with others who work with these students about these special concerns.

6. Effectively learn to conduct group counseling in the schools

7. Legal and ethical issues
- Be aware of issues of informed consent, confidentiality, and other ethical issues as they relate to counseling.

Format:

1. Readings as assigned from the three required texts and additional readings as assigned. IT IS IMPERATIVE THAT ASSIGNMENTS BE 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 discussion

5. Written learning activity exercises

6. Student presentations

7. Practicum: You will be required to continue with the 2 cases started during Fall semester in your traineeship site. These cases should continue as long as necessary. If a case is appropriate for termination, then an additional case should be obtained if a reasonable amount of time is left in the semester. **Please audiotape each session.** Some tapes will be turned in to the instructor and/or your traineeship supervisor and some tapes will be brought to regular supervision sessions and played during these sessions.

Requirements:

1. Mid-term exam.

2. Student will provide training on a counseling approach to the class. Students will work in pairs for this assignment. See the attached format for this presentation.

3. Multimodal Behavior Therapy Profiles (MMBT) on the two counseling students. **In addition a summary of each case should be written using the attached format.**

Grading:

Mid-term exam   100 points
Student presentation   100 points
MMBT/Summary/Tapes   100 (50 points each)
Rapid Reading   25 points

302-325 = A
292-301 = A-
282-291 = B+
269-281 = B
260-268 = B-
Below 260 = 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
Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities, at 323-3290, as soon as possible. Once you have your Professor Notification Form, please tell me so that I am aware of your accommodations well before the first {*test/paper/assignment*}.

Student Conduct Code:

"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" online http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf.

Psy 611
Tentative Schedule

Date	Topic	Assignment
Jan. 11	Solution Focused Approach	T & R, Ch. 10
Jan. 18	**MLK DAY: No Class**	
Jan. 25	Solution Focused; Psychoanalytic Counseling	T & R, Ch. 5
Feb. 1	Group Counseling	T & R, Ch.18
Feb 8	Play Therapy	T & R, Ch. 17
Feb. 15	Rational Emotive Therapy	T & R, Ch. 12
Feb. 22	*Crisis Prevention and Intervention Workshop,*	*12:00-7:00*
Feb. 29	REBT; Cognitive Therapies	T & R, Ch 13
March 7	**Midterm Exam**	
March 14	SPRING BREAK	
March 21	Gestalt Therapy	T&R, Ch 7
March 28	Crisis and Suicide	
April 4	Crisis and Suicide	
April 11	**Student Presentations (2)**	Readings TBA
April 18	**Student Presentations (1)** Students with special concerns	T & R, Ch 19

April 25   **Student presentation (1)**   Readings TBA

Winthrop School Psychology Program
Syllabus Addendum for PSYC 611

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**: ☐ 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 X Candidate presentations ☐ Graded simulations Other: Final write-ups of counseling cases and MMBT
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: Final write-ups of counseling cases and MMBT

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 X Candidate presentations ☐ Graded simulations Other: Final write-ups of counseling cases and MMBT
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 ☐ 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 X Candidate presentations ☐ Graded simulations Other: Final write-ups of counseling cases and MMBT

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 X Candidate presentations ☐ Graded simulations Other: Final write-ups of counseling cases and MMBT
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