

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents
Course Number	CPSY 512-02
Term	Fall 2009
Department	Counseling Psychology
Faculty Name	M. Eave

Catalogue Description:

Introduction to the theories guiding mental health work with children and adolescents in school and clinical settings. Reviews learning theories (classical, operant, and social). Participants explore the design and implementation of contingency-management programs and various CBT strategies for educational and clinical settings. Also considers psychoanalytic, Adlerian, client-centered, Gestalt, play therapy, reality therapy, solution-focused, and brief therapy theories. Issues of diversity and client matching are addressed throughout.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	X

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

Lewis & Clark College
CPSY 512/513
Fall 2009
Counseling Theory:
Cognitive, Affective, and Behavior Change in
Children & Adolescents /
Theory and Philosophy of Counseling

Professor: Michele Eave, M.A.

Contact Information:
Phone: 503-708-6503
Email: meave@lclark.edu

Meeting Times:
Tuesday Evenings – September 15th – December 15th
5:30pm – 8:45pm
Howard Hall, Rm. 123

Catalogue Description:

Overview of counseling theories such as psychoanalytic, Adlerian, client-centered, cognitive-behavioral, multi-modal, Gestalt, feminist, existential, solution-focused, and brief therapy, as well as integrative approaches. Examines a wide range of theoretical perspectives and advocates professional knowledge of best practices. Students acquire knowledge of various counseling theories and critique their relevance to diverse populations and clinical situations. Students clarify their personal assumptions and learn how to explain their own theoretical stance. Issues of diversity and client matching are addressed throughout.

Additionally, the course provides an introduction to the theories guiding mental health work with children and adolescents in school and clinical settings. Reviews learning theories (classical, operant, and social). Participants explore the design and implementation of contingency-management programs and various CBT strategies for educational and clinical settings. Also considers psychoanalytic, Adlerian, client-centered, Gestalt, play therapy, reality therapy, solution-focused, and brief therapy theories. Issues of diversity and client matching are addressed throughout.

Prerequisite: None.

Textbook: Corey, G. (2009) *Theory and Practice of Counseling and Psychotherapy* (8th ed.). Belmont, CA: Brooks/Cole.

Additional required reading will be posted to Moodle

Learning Objectives:

- Develop a strong foundation and awareness of diverse theoretical perspectives.
- Demonstrate knowledge of different theoretical counseling interventions.

- Demonstrate the ability to conceptualize a client within a systematically derived theoretical model(s).
- Demonstrate an understanding of issues and considerations associated with human diversity as applied to theory.
- Understand one's own value systems and the impact on therapeutic work.
- Begin to formulate one's own theoretical orientation and apply it to client issues.

Assignments:

Preparation for and Participation in Class Discussion

For each of the approaches discussed in the course, be familiar with 5 or 6 of the following aspects:

- The theory's assumptions about human nature
- Basic concepts of the model
- Idea about development, pathology, and optimal psychological health
- Practices and techniques and how they work
- Empirical evidence for theories and interventions
- Cultural origins of the theory
- Personal resonance, relevance; appropriateness for various groups
- Diverse voice reaction

Course requirements:

1. Timeliness, attendance and active participation are critical to learning (15 points). Tardiness and lack of participation will be reflected in total grade points available. One absence from class per semester for extenuating reasons is allowed, but make up activities will be expected as arranged with the instructor. More than one absence will be reflected in your grade and may lead to a failure to complete requirements for credit.
2. Theoretical paper will be required (40 points total for 3 parts). The paper is a combination of a reflective paper and a theory overview paper. This paper should follow the format described at the end of the syllabus. **Part I of the paper will be due the third class meeting.**
3. Client role-play (5 points). You will role-play a client for another student in the course. In designing your character, use a popular book, movie, poem, song, or television show which you know well and which might be known by several other students in the course. You may also invent a client based loosely on your life experiences. It is important that you feel safe sharing this character with classmates. If you are having difficulty determining what "client" you would like to play, please see the instructor. After your classmate presents "you as the client" to the class, try to respond in character as to how you feel about the conceptualization and recommendations for treatment. Your "therapist" will give you up to 5 points for your participation.
4. Theory presentation (40 points). Each student will apply a theoretical approach to their assigned "client" and present theory and client work to class (see pg. 6 of syllabus for detailed description of presentation requirements).

Attendance and Learning Support:

Notification of absence required. Any absence of more than an hour requires a make-up assignment. More than 3 hours of absence is failure to complete the

class. Email notification is preferred, but you may also call the professor's office phone.

Please notify Student Support Services and instructor of any special learning considerations that need to be taken into consideration in accordance with the Americans with Disabilities Act.

Grading: A: 100–95 points / A-: 94–90 points / B: 89–85 points / B-: 84–80 points C: 79–75 points / C-: 74–70 points / D: 69–65 points / D-: 64–60 / F: 59 and below

Tentative Course Schedule (subject to change)

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
<u>(Additional readings will be required and posted to Moodle by midnight on the Thursday prior to class)</u>		
Sept 15	Introductions and Course Design Theory overview/need for theory in counseling	
22	Overview of Theories Corey Guest Lecturer Ryan Melton	Chapters. 1-3
29	Part I of Paper Due Psychoanalytic Therapy Corey	Chapt. 4
Oct 6	Adlerian Therapy	Chapt. 5
Corey		
13	Existential Corey Guest Lecturer – Terry McGlasson	Chapt. 6
20	Person-Centered Therapy Corey	Chapt. 7
27	Gestalt Therapy Corey	Chapt. 8
Nov 3	Behavior Therapy Corey Guest Lecturers Caleb and Elisa Mitchell	Chapt. 9
10	Cognitive Behavior Therapy Corey	Chapt. 10
17	Reality Therapy and Feminist Therapy Corey	Chapt. 11 & 12

24	No Class Corey Integrative Perspective	Chapt. 15 – 16
Dec 1	Postmodern Approaches Corey Narrative/Solution Focused Brief Therapy	Chapt. 13
8	Family Systems Therapy Corey	Chapt. 14
15	Final Paper (Parts II and III) Due Guest Lecturers – Nick Sotelo and Maria Austin	

Description of Final Paper

Part I:

5 points: This is an exploration of your own worldview and belief systems about counseling. Write, WITH DEPTH AND DETAIL, what you believe about the following concepts. Include an explanation of WHY you believe what you believe (i.e., if you believe that God created the self, why do you believe that? If you believe that counseling works because the counselor is smarter than the client, why do you believe that?) Paper should be 4 - 5 pages, double-spaced. Please include your beliefs about:

1. Self/personality/self-structure: What is a self/personality? How is a self/personality created? Does the self exist as an individual? What is the role of context/community/others to the self? Is it pre-determined or not? What are values, and how do they relate to who you are?
2. Why do you believe people come to counseling (societal inequities, personal coping issues, problems in living, relational brokenness, mental illness, DSM-IV diagnoses, life trauma, etc., etc.) and especially, what you believe causes or leads up to these problems, issues, etc.?
3. Why do you believe counseling works, or how does it help? What is a therapist's role in making counseling work? What do you think "changes" enough that things get better with counseling (i.e., thoughts, feelings, self-structure, behaviors)?

Part II:

30 points: Research a counseling theory and write a research paper covering the major points of this theory. The theory may be one that we cover during the course or may be a theory you have been interested in exploring for yourself. 8 - 10 pages, double-spaced. **Paper must be in APA format** and include at least 8 references other than the course text/readings. Internet references should be from peer reviewed journals, but full-text is fine. Please include headings/subheadings (introduction, body of paper, world view integration, conclusion).

Part III:

5 points: Revisit the worldview you described in Part I. Integrate the viewpoint of the theory you wrote about in Part II with your own beliefs about self, other, causes of distress, and why counseling works. If your beliefs have changed since you originally wrote Part I, describe the changes. Remember to integrate the theory you wrote about with your own belief (i.e., is your belief consistent with the theory? If not, what is different?)

Description of Theory Presentation

40 points: The following information should be incorporated into your presentation:

- **10 points: Overview of theory** including influential theorists, historical overview, main tenets, beliefs on health and pathology, criticisms, etc. Include **psychoeducational video** of theorist or therapist discussing theory.
- **10 points: Detailed description/assessment of the client issues** as viewed through the lens of the theory, counseling role play history with client, pertinent client information, description of how theory guided therapist through role play, therapist's use of theoretical tenets, etc. Students will present a theory-based assessment of their "client" followed by a theory-based intervention to the class.
- **5 points: Detailed treatment plan** that uses the theory as a primary guide, how this was effective or ineffective in treatment with client, client's response to treatment plan, flexibility within the treatment plan, therapist's personal experience with treatment plan using theory as the guide, etc. This includes a theoretically consistent intervention with assigned "client."
- **5 points: Specific details and examples of possible interventions** that would be used with the client (homework, relational work, therapeutic relationship, advocacy, journaling, dream work, etc.).
- **5 points: Discuss issues of diversity**, social influences, how theory works with oppressed and marginalized individuals and how these important issues are addressed within the framework of the theory. Provide a critique/commentary of how you might consider race/ethnic, class, gender, sexual orientation, and similar diversity/power/dominant culture vs. non-dominant cultural issues within your theoretical framework.
- **5 points: Style/engagement/creativity during your presentation.** **Include a handout of presentation to me** on the day you present your "client" to the class. Presentation should be approximately an hour.