

Counseling & Psychotherapy with Children, Adolescents, & Families

PSYC – 537A

Fall 2020

Professor: Jeremy Jewell, Ph.D.

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Class Location: Alumni Hall, 0401

Class Times: Thur, 9:30am-12:20 p.m.

Course Description (3 credit hours)

This course is designed to provide the student with skills and competencies in providing psychotherapeutic services to individual children and adolescents. A variety of empirically-supported psychotherapeutic theories and techniques will be discussed. In addition, the student will learn how to appropriately apply these skills in both school and clinic settings.

Required Texts

1. Glasser, W. (1999). *Choice Theory: A New Psychology of Personal Freedom*. Perennial.
2. O'Hanlon, B. (2000). *Do One Thing Different*. Perennial.
3. Beck, J. (2011). *Cognitive Therapy: Basics and Beyond, 2nd Edition*. Guilford Press.
4. Other selected readings as assigned.

Classroom Format

Class time will be spent on lecture as well as discussions of the assigned material. In addition, class time will also be spent role-playing therapeutic techniques and viewing student video tapes. The course schedule below lists dates and assigned readings. Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.

Learning Objectives

1. To gain an understanding of the various emotional, behavioral, psychological, social, and interpersonal problems that children and adolescents may encounter.
2. To understand the ethical and legal issues involved in providing psychotherapeutic services, including issues of confidentiality.
3. To learn how these problems, both within the individual as well as contextual variables, may be inter-related and to be able to choose the best psychotherapeutic intervention based on the given concern.
4. To become familiar with the accepted and empirically-supported psychotherapeutic theories and techniques available to practitioners and gain some experience applying these techniques through role play or a practicum case.
5. To understand how behavior, affect, and cognition are impacted by normal developmental processes.

6. To understand basic principles of behavior change within the behavioral, social, affective, and adaptive domains.
7. To understand how a child's diversity broadly defined can impact the conceptualization of a child's problem or the efficacy of intervention.
8. To understand the explicit link between assessment and intervention. As such, students will learn what psychotherapeutic model or techniques are most appropriate based on various assessment information.

Grading

Students' grades will be determined by the following:

Psychotherapy Role Play Video – 50 points
Final Exam – 120 points
Psychotherapy Treatment Presentation – 80 points
Class and Role Play Participation – 30 points
Case Study Conceptualization & Treatment – 90 points (30 points each)
Quizzes – 30 points (10 points each)

Final grades are as follows:

- A 370 +**
- B 340 - 369**
- C 310 – 339**
- D 280 - 309**
- F below 388**

Course Requirements

Psychotherapy Treatment Presentation – Students will give a presentation regarding a specific therapy treatment as it applies to a specific disorder. For example, Trauma Focused CBT as it applies to PTSD. The presentation should cover 1) detailed description of the treatment 2) where to find the treatment manual(s), program, etc. and 3) detailed description of 2 studies that support the effectiveness of the treatment. Presentations should last approximately 15-20 minutes (time will be strictly monitored). A power point presentation and handouts for the class (without identifying information) are required. Presentations will be graded on 1) Content (clarity, depth, and breadth) 2) Level of interpretation 3) Quality of handouts and presentation and 4) Presentation style.

Class and Role Play Participation – Class participation is a large part of the student's grade in this course because of its importance on the entire class experience. Students will also be frequently asked to participate in role-playing exercises during class, which are designed to illustrate various psychological theories and their psychotherapeutic techniques. Students are not expected to mimic 100% "correct" technique during role-plays, but are expected to put forth sincere effort.

Psychotherapy Role Play Video – Students will pair up and videotape a role-play of various therapeutic techniques. Tapes should be approximately 10-20 minutes total. Students will either be role-playing the child/adolescent client or therapist. Students that role-play the client are responsible for creating the personality of the client as well as the current problem(s). It is recommended that students share this conceptualization of the client with the student therapist and discuss, prior to videotaping, the general flow of the therapy session to be taped. Students may loosely script the

videotaped interaction if so desired, but should not be taped reading closely from a script. A ½ page written description of the client’s personality and problem(s) must be turned in with the videotape (by the students role-playing the client). Student therapists will model a number of therapy techniques from a particular therapeutic orientation (cognitive therapy, etc.) during the role-play. The videotape should highlight a number of techniques, and not just the first part of a first therapy session. See me prior to taping in order to gather a sense of what techniques should be included in the videotape. Both students will also turn in a 1-2 page reflection on the videotape noting the strengths and weaknesses of the student therapist during the role-play. The videotape will be viewed by the class on the last day that the therapeutic model is presented in class. Students will be graded on both effort as well as the correctness of the techniques illustrated in the videotape. Videotaping should not occur before the first class focused on a particular model.

Case Study Conceptualization & Treatment— Students will receive a written case study on the first day that a theory is being presented for each of the three theories covered in the course (not reality therapy). For the case study, students will be required to 1) describe the conceptualization of the child’s problem (what is its origin – see pp. 44-45 of Beck (2011)) from the point of view of that particular theory and 2) describe a typical course of treatment using a variety of techniques from the model. The report should be 3-5 pages long (double-spaced), due dates are included in the course schedule. The assignment will be graded on student’s accurate and coherent conceptualization of the case study as well as the appropriateness of the treatment techniques described based on the theory assigned. Students SHOULD NOT waste time merely summarizing information given in the case study when describing their conceptualization of the client.

Quizzes – Students will be administered a quiz on the first day that a theoretical orientation is presented for Reality therapy, Solution-Oriented therapy, and Cognitive therapy. There will be no quiz for behavioral therapy. Each quiz will be worth 10 points and may consist of true/false, short answer, or multiple choice items.

Final Exam – The final exam will consist of short answer and essay items covering content that we discussed in class as well as in the readings throughout the semester.

Course Schedule

Week	Topic	Readings / Due dates for assignments
1	Introduction to psychotherapy with children and adolescents. Psychotherapy and the nature of change. Ethical and legal issues.	
2	Counseling micro skills. Setting goals for therapy and assessing progress. Multicultural issues in therapy. Sign up for psychotherapy presentation dates.	Chpt.1 - 3 (Prout & Brown) On reserve in resource center
3	Reality therapy	Glasser Chpts 1 – 4. Chpts 9 & 10 (optional)
4	Brief, solution-oriented therapies.	Chpts. 1-3 (O'Hanlon)
5	Brief, solution-oriented therapies cont.	Chpts 4-7 (O'Hanlon)
6	Brief, solution-oriented therapies cont.	
7	Cognitive therapy	Hupp, Reitman, & Jewell Chapter Chpts. 1-3 (Beck) S.O. case study due
8	Cognitive therapy cont.	Chpts. 5, 6, 7, 8 (Beck)
9	Cognitive therapy cont.	Chpts. 9 & 10(Beck) 5 session COG manual (Jewell & Malone, 2009)
10	Cognitive therapy cont.	Chpts. 11 & 12 (Beck)
11	Cognitive therapy cont.	Chpts. 13, 14, 15 (Beck)
12	Cognitive therapy cont.	Cog Therapy case study due
13	Behavioral therapy (Relaxation Skills Training)	Jewell & Elliff, 2013 RSVP Program
14	Behavioral therapy (Teaching behavioral skills)	Readings to be assigned
Thanksgiving break		
15	Terminating therapy. Psychotherapy Treatment Presentations.	Chapter 14 (Brems) On reserve in resource center Behavioral therapy case study due
16	Psychotherapy Treatment Presentations & final exam	Final Exam

Additional Requirements/Information

Perfect class attendance is expected. Any student needing to be absent due to an emergency should contact the instructor as soon as possible regarding the absence. More than one absence may result in the student's removal from the class.

Students will engage in approximately one hour of therapy per week with a client to be assigned by the student's practicum supervisor. It is hoped that students will be able to engage in at least 10-12 therapy sessions with one child or adolescent. While students are not responsible for missing therapy due to the client's absence, they are responsible for their own attendance at the school to assure therapy takes place weekly. Related to this, students will attend supervision meetings with the instructor for approximately 30 minutes every other week (to be scheduled individually after classes begin). Failure to meet this requirement may result in a lowered grade in the course or removal from the course.

Statement on Disabilities

Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

DEPARTMENT OF PSYCHOLOGY POLICY ON INCOMPLETE GRADES AND WITHDRAWAL

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Statement on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and Restore Illinois, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the COVID-19 People-Focused Health and Safety Policy, as well as the University’s Student Code of Conduct.

The full text of the COVID-19 People-Focused Health and Safety Policy can be found here:
<https://www.siue.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s COVID-19 People-Focused Health and Safety Policy and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

1. Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the SIUE COVID-19 website.
2. Frequent washing or disinfecting of hands.
3. Social distancing by maintaining a distance of at least six feet from others.
4. Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or

community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.

5. Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs. Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.