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Todd’s Email: tmiller3@ku.edu  
Class Meeting Times: Wednesday 1:30-4:20  
Location: 130D Pearson Hall  
Course Webpage: http://courseware.ku.edu/

**Primary Sources:**  
[Abbreviation= H&T]  
[Abbreviation= M&B]  

Other Reserve Readings in the LRC:  

**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 therapeutic relationships for individuals and groups. 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.

**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 (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. You must have a SOAP note for each session.

Counseling Goals - Develop your preliminary goals for counseling by reviewing 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. 5th 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 audio or video taped counseling sessions will be completed. Excerpts from your tape may be used to illustrate techniques of counseling in class. The case analysis and grading criteria for this assignment are posted on the course website under
"Assignments". The case analysis and revision assignment has two parts. In Part 1, each student will schedule a one hour meeting with the instructor to go over their treatment plan for the case, SOAP note, counseling goals and the taped session. These sessions will be scheduled during the week immediately before the due date for the assignment. In Part 2, each student will use the feedback they receive to revise their treatment plan, SOAP note and counseling goals. These elements will be turned in along with the original documents a one page reflection paper that addresses the revisions and providing a rationale for the revision based on the feedback session. The reflection paper should also address any changes in counseling technique that is planned for the case.

Due dates for revised materials and reflection paper for the fall term are: October 3; October 31 and November 28. Each tape analysis and write up is worth a maximum of 22 points each for a total of 66 points devoted to this activity.

Class Participation, Assignments & Class Activities – Assignments will be due for all class periods. 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. Focus questions for most readings are included below in the course calendar. 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 LRC. Class participation will also be judged on the participation. Preliminary participation grades will be posted by mid-semester (if not earlier) as formative data. Please feel free to discuss your participation rating with me at any time. (14 pts.)

M&B Topics and APSW – Everyone is responsible for reading M&B. However, the Mash and Barkley reading will be approached in depth by dyads. Each dyad will be responsible for leading the discussion on two M&B topics. In addition, each team will provide a two page single-spaced overview of the topic for each student and the instructor. Each presentation and handout will be graded by the instructor using a rubric to be handed early in the course (10 pts. per presentation or 20 pts. total).

The Association for Psychological Science Wikipedia Initiative (APSWI - http://www.psychologicalscience.org/index.php/members/aps-wikipedia-initiative) is designed to bring clear information about psychology to the public through Wikipedia. You may join in this initiative without being an APS member by going to the above webpage and simply joining. This semester we will experiment with this initiative by offering extra credit for joining in this effort with APS and working on or developing a new entry. We will focus on the topics (your assigned topics and really either topic will work, you only need to do one) from M&B for this effort. For example, a team that has the ADHD chapter of M&B assigned should look at the information on ADHD provided and on Wikipedia and attempt to determine if it is accurate, inaccurate or incomplete (this is especially true for treatments). To do this, you will need to complete an up-to-date literature review on evidence-based treatments for ADHD (for example) and then using the Sandbox feature of Wikipedia being to develop your revision or addition to the topic. For more detail here go the above webpage and do the online webinar. Late in the
semester you will have the opportunity to show the class your work on Wikipedia. A **total of 20 extra credit points** will be available for this activity. More detail will be provided in class as we all become more familiar with APSWI.

**Case Presentation & Paper** - Case presentations 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 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. Exam 1 will include multiple choice, true/false, fill-in-the-blank or short answer items and will cover the readings and topic presentations. Exam 1 will take about 20 minutes to complete. Exam 2 will feature questions in an integrative format (essay). Each exam will be worth 20 points for a total **40 points** toward your course grade. Exam #1 is an in-class exam scheduled for October 17th. Exam #2 may be a comprehensive take home exam provided on December 7th and due via email on December 14th.

**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 17th.

- **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.

**Grade Schedule**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>165-180</td>
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<td>A-</td>
<td>162-164</td>
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<td>B+</td>
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<td>B</td>
<td>147-154</td>
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<tr>
<td>B-</td>
<td>144-146</td>
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August 22
Topic: Syllabus, Business & Forms. Select M&B topics

August 29
Topic
Introduction to counseling, counseling process, treatment planning and common factors.
Readings
Introduction to the Child’s World (Chapter 1 – H&T)
Counseling Process (Chapter 3 – H&T)

Focus Goals/Questions for the readings

Chapter 1 H&T
1. Summarize the problems facing children.
2. Discuss resiliency and protective factors.
3. What is counseling?
4. How does counseling differ from psychotherapy.
5. Why are there different mental health professions.

Chapter 3 H&T
1. Explain the ingredients of successful treatments
2. Be able to explain the BASIC ID and HELPING models.
3. Discuss the cognitive, affective, and behavioral models of counseling.
4. Outline the counseling process.
5. How would you rate yourself on the universal counseling skills?

Lambert & Cattani-Thompson
1. Is counseling effective? if so, how effective?
2. What factors play a role in counseling effectiveness?
3. What are common factors?
4. Why do you think common factors affect treatment outcome?
5. Looking at Table 1, what can/should you incorporate into school counseling?
6. What are comparative studies? Treatment manuals?
7. What percent of people experience negative outcomes from counseling?

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

September 5
Topic
Reality Therapy
Readings
Chapter 9 H&T*
Focus Goals/Questions for the readings

Chapter 9 H&T
After reading this chapter, you should be able to:
1. Outline the development of reality therapy and William Glasser’s involvement
2. Explain the theory of reality therapy and choice theory including its core concepts
3. Discuss the counseling relationship and goals in reality therapy
4. Describe assessment, process, and techniques in reality therapy
5. Demonstrate some therapeutic techniques
6. Clarify the effectiveness of reality therapy

Video
Counseling with Choice Therapy: the New Reality Therapy by William Glasser (video in LRC)*

Assignment
Identify a problem in your own life and write out answers to the five reality therapy questions for yourself and your problem. Discuss the process with a partner in class.

Treatment Planning and Practice

September 12
Discussion of Cases
Topic
Behavior Therapy (Todd Miller to lead)
Readings
Chapter 8 H&T*
Focus Goals/Questions for the readings

Chapter 8 H&T
After reading this chapter, you should be able to:
1. Outline the development of behavioral theory
2. Explain the theory of behavioral counseling including its core concepts
3. Discuss the counseling relationship and goals in behavioral counseling
4. Describe assessment, process, and techniques in behavioral counseling
5. Demonstrate some therapeutic techniques
6. Clarify the effectiveness of behavioral counseling

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

Assignment
1. Generate a list of five or more things that are learned, such as table manners, how to write, when to cross the street. Under each, note the process involved in the "learning" and then determine which parts of the process were stimulus-response patterns.
2. Create a self-management plan on page 248. After one week of the plan, report on whether the plan is working and how it may need to be improved.
September 19
Discussion of Cases
Topic
Rational Emotive Therapy (RET)
Readings
Chapter 12 H&T*
Focus Goals/Questions for the readings

Chapter 12 H&T
After completing this chapter, you should be able to:
1. Outline the development of rational emotive behavioral counseling
2. Explain the theory of rational emotive behavior therapy including its core concepts
3. Discuss the counseling relationship and goals in rational emotive behavior therapy
4. Describe assessment, process, and techniques in rational emotive behavior therapy
5. Demonstrate some therapeutic techniques
6. Clarify the effectiveness of rational emotive behavior therapy

Video – Rational Emotive Therapy with Children and Adolescents by Michael Bernard (video in LRC)*

Assignment
Spend the week monitoring your thoughts during problem situations by keeping a journal. At the end of the week code the journal entries as rational/irrational thoughts. Choose one of the irrational thought patterns and work with a classmate on building a dispute for it.

September 26
Discussion of Cases
Topic
Person-Centered Counseling
Readings
Chapter 6 H&T*
Focus Goals/Questions for the readings

Chapter 6 H&T
After reading this chapter, you should be able to:
1. Outline the development of client-centered counseling and Carl Rogers
2. Explain the theory of client-centered counseling, including its core concepts
3. Discuss the counseling relationship and goals in client-centered treatment
4. Describe assessment, process, and techniques in client-centered counseling
5. Demonstrate some therapeutic techniques
6. Clarify the effectiveness of client-centered counseling
7. Discuss client-centered play therapy
Videos
Person Centered Therapy by Natalie Rogers (video in CPS)*
Child Centered Play Therapy: A Clinical Session by Gary Landreth (video in LRC)*

Assignment (in class)
Students form triads. Each student will be a counselor, a client, and an observer. As observer, the student will note the different response categories and general reactions to the discussion. As counselor, the student will practice using active listening, reflection, clarification, summarization, confrontation of contradictions, and open leads as possible. As client, the student will talk about a pet peeve. Reverse roles and try again.

October 3 [Tape #1 and Materials Due]
Discussion of Cases
Topic
Brief Counseling: Solution-Focused Strategies
Readings
Chapter 10 H&T*

Focus Goals/Questions for the readings

Chapter 10 H&T
After completing this chapter, you should be able to:
1. Outline the development of solution-focused counseling
2. Explain the theory of solution-focused counseling including its core concepts
3. Discuss the counseling relationship and goals in solution-focused counseling
4. Describe assessment, process, and techniques in solution-focused counseling
5. Demonstrate some therapeutic techniques

Kim & Franklin
1. What are the key ingredients in SFBT?
2. Do you believe SFBT would work well in schools logistically? Why?
3. To what extent is SFBT effective? For whom?

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

Assignment
1. Write out descriptions of counseling sessions using the steps of SFBC outlined in the text. Include counselor and client comments.
2. Recall a situation in which being discouraged by another increased your performance.

Treatment Planning and Practice

October 10

Theories and Models Block catch-up class
October 17 [Exam 1]
Discussion ofCases

Topics
Evaluation of Counseling & ADHD

Readings
Readings from Outcomes & Incomes (available on course website on Blackboard)*

ADHD - Chapter 2 M&B

Focus Goals/Questions for the readings

Outcomes and Incomes (O&E)
1. What is the value of collecting outcome data?
2. Should outcome data be shared with clients?
3. How does the SOF work?
4. What is an average effect size from the research literature for counseling?
5. What are the advantages of Methods 1, 2, 3 & 4 from O&E?

M&B Chapter 2 [Team Present Topic and APSW Initiative Work]
1. How effective are pharmacological interventions for ADHD?
2. How does the BPT Program work?
3. To what extent do classroom management, cognitive-behavioral and social skills based approaches work for children with ADHD?
4. What are some combined treatment approaches and their outcomes?

Treatment Planning and Practice

October 24
Discussion of Cases

Topics
Philosophy and Effectiveness of Psychotherapy & Conduct Problems

Readings (under Course Documents)

Conduct Problems – Chapter 3 M&B

Focus Goals/Questions for the readings

Mahrer
1. What are untested foundational beliefs and how do they affect our work as researchers or practitioners?
2. On what grounds would a foundational belief be viewed as needed or worthy of revision or abandonment?
3. How do we go about challenging out foundational beliefs?

Rychlak
1. How has logical positivism affected theories and practice in psychology?
2. What does multi-finality mean for possible outcomes for problems experienced by a client?
3. What is the difference between procedural and validating evidence?
4. What do things happen from Aristotle’s views of causation?
5. Why should psychotherapists be teleologists?

Seligman
1. What is the difference between effectiveness and efficacy studies?
2. Name three important findings from the CR study?
3. What are the limitations of the CR study?

M&B Chapter 3 [Team Present Topic and APSW Initiative Work]
1. What are the strengths and weaknesses of the family-based interventions for CD? Same question for skills training approaches and school-based interventions.

Treatment Planning and Practice

October 31 [Tape #2 and Materials Due]
Discussion of Cases
Topics
Group Counseling & Autism Spectrum Disorders
Readings
Chapter 18 H&T*
Autism Spectrum Disorders – Chapter 7 M&B
Focus Goals/Questions for the readings

Chapter 18 H&T
2. Give an overview of group counseling.
3. Describe psychoeducational groups, counseling groups, and group therapy.
4. Discuss several different theoretical orientations of group counseling.
5. Describe skills and personal characteristics of effective group leaders.
6. Discuss different classifications of counseling groups.
7. Explain the process of group counseling.
8. Understand specific procedures and techniques that facilitate constructive client change in groups.
9. Outline the phases for group crisis counseling.

M&B Chapter 7 [Team Present Topic and APSW Initiative Work]
1. Name some treatment approaches for increasing social interactions of children with ASD. How do they work?
2. Contrast the following approaches for increasing/improving communication with ASD children.
   • Discrete trial teaching
• Incidental teaching
• Natural language
• Verbal learning
• PECS
• Sign Language training

3. Are psychotropic medications therapeutic for children with ASD? If so, in what way?

Treatment Planning and Practice

November 7
Discussion of Cases
Topics
Psychophysiology of Emotion & Anxiety
Readings
Fears and Anxieties – Chapter 4 M&B
Focus Goals/Questions for the readings

M&B Chapter 4 [Team Present Topic and APSW Initiative Work]
Questions - TBA

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

Treatment Planning and Practice

November 14
Discussion of Cases
Topics
Ethical and Legal Issues in Child Counseling and Eating Disorders
Readings
Chapter 4 H&T
Eating Disorders – Chapters 12 M&B

Chapter 4 H&T
Questions - TBA

M&B Chapter 12 [Team Present Topic and APSW Initiative Work]
Questions - TBA

Treatment Planning and Practice

November 21
Thanksgiving Break – Happy Thanksgiving Everyone!

November 28 [Tape #3 and Analysis Due]
Discussion of Cases
Topics
Crisis Prevention and Intervention, Psychopharmacotherapy & Depression
APSWI Presentations Follow-up
Readings

Depression and Suicide -Chapter 5 M&B

*M&B Chapter 5 [Team Present Topic and APSW Initiative Work]*

Questions - TBA

**Treatment Planning and Practice**

**December 5**

Case Presentations

Take home final exam (Email in by 12/12)