

**COUNSELING THEORIES:
Cognitive, Affective and Behavior
Change with Children and Adolescents
CPSY 512
Spring, 2009**

Steve Berman
Office: (503) 238-5899
Office Hours by Appointment
Email: berman@lclark.edu

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

Purpose

This class is designed to be an introduction and overview of the dominant theories and practices in the practice of counseling and psychotherapy with children and adolescents. While most of the major theories of counseling children will be covered, particular emphasis will be given to contemporary approaches. Selected topics, controversies and philosophical issues in the field of counseling with children will be explored and discussed. Students will be encouraged to view theories and the treatment process in its cultural context, not only as a counselor, but from the point of view of the client, as well.

Upon completion of the course, students should be able to employ a collaborative, integrative, and contextual approach to understanding and alleviating persistent difficulties of children, adolescents and adults. Students will be able to describe and apply a variety of theoretical frameworks while understanding the necessity of theoretical integration and the need to fit our theories to each client rather than try to fit clients into our theories. Students will come to appreciate the socially constructed nature of theory, to understand the impact of a particular theoretical orientation in determining and limiting how we view and respond to the problems of clients, and to discern the differing worldviews that are implicit in competing theories. Modes of integration will be discussed including common factors, technical eclecticism and theoretical integration.

Secondary goals are to stimulate critical thinking and discussion, promote self-exploration, and to have fun.

Course Objectives:

1. Students will be able to understand and articulate the basic concepts of the dominant theories in the treatment of children and adolescents.
2. Students will understand how all theories are culturally situated in such a way that certain perspectives are privileged and others are marginalized.
3. Students will have a beginning knowledge of how to apply theory to the treatment of children and adolescents.
4. Students will grasp the similarities and differences between the theories.
5. Students will have a beginning ability to integrate the various theoretical approaches.
6. Each student will develop a comprehensive grasp of one theoretical approach.
7. Students will appreciate the socially-constructed nature of theory.
8. Students will develop self-knowledge as to how theories fit with their personal philosophies and worldviews.

Related Authorizations

Successful completion of this course is necessary for fulfillment of degree requirements for any of the specialty areas in the Counseling Psychology Department. This course is also necessary for gaining access to licensure as a professional counselor, as a school psychologist, or as a school counselor.

Instructional Methods

Each class period will consist of a variety of instructional activities including lecture, student presentations, role plays, demonstrations, discussion, and experiential exercises.

Required Texts

Prochaska, J.O. & Norcross, J.C. (2007). *Systems of psychotherapy: A transtheoretical model* (6th ed.) Thomson: Brooks/Cole. P&N

Additional Readings are available on Moodle

Evaluation:

Grading will be based on the combined scores of all assignments and class participation. Grading will be weighted as follows:

- | | |
|------------------------|-------------|
| 1. Theory presentation | 100 points |
| 2. Class participation | 50 points |
| 3. Term Paper | 100 points |
| 4. Final exam | 50 points |
| Total possible | 300 points |
| Grading scale: | 280-300 = A |

270-279 = A-

260-269 = B+

240-259 = B

- 1. Theory Presentation.** Each student will make an in-class presentation of about 60 - 75 minutes on one of the theories we will be discussing. If there are more students than theories, students may need to form teams for their presentations. The grade for the team will serve as each individual's grade. The scheduling of presentations and the matching of students and theories will occur in the first class. The presentation must include, but is not limited to, the following:

1. Discussion of the origin and history of the theory.
2. The basic framework and concepts underlying the theory.
3. The therapeutic practices and techniques that arise from the theory.
4. The explanation of how change occurs within this framework.
5. The role of the counselor within the theory.
6. The developmental scheme and etiological assumptions implicit in the theory (if any).
7. A discussion of the theory's applicability with members of non-dominant social and cultural groups.
8. A discussion of how the theory is differentially applied with children, adolescents and adults.
9. A critical discussion of the strengths and weaknesses of this approach.
10. Question and answer period.
11. A demonstration of the theory in practice. (Video, role play, etc.)

The presentation should include visuals, handouts or other illustrative materials. If you use slides or Power Point, make enough copies for each student in class to have a set. You are expected to do substantial outside research in preparation of your presentation including the use of primary sources. If your presentation covers only material that is covered in the text you will not receive a passing grade. Please include a bibliography, citing your references, with the material you distribute at your presentation.

Your grade will be partially based on how well you are able to engage and hold the interest of your audience. Creativity, humor, multi-media, and food are all encouraged.

2. Class Participation

Each student will be scored on the degree to which s/he participates in class discussions, exercises and role plays. In-class questions and comments should reflect a critical consideration of the readings. Because class participation counts as one sixth of the final grade, attendance is critical. Each student may have one excused absence per term without penalty. Each absence beyond one will result in a ten point grade reduction.

3. Term Paper

The term paper will be due on **April 16**. The paper should be 10 to 12 pages, double-spaced, 12 point font. Include a cover page and bibliography but do not use a report cover. A late paper will receive a 10% grade reduction for each day it is late. Papers over three days late will receive a failing grade. See instructions below regarding the topic.

4. Final exam

The final exam will be given during the last class period on **April 23**. It will consist of short answer essay questions and case examples that will require you to display your understanding of the theories and their application. The final will be open note, not open book. You will be allowed to consult class notes and materials you prepare for the exam but you will not be permitted to consult the text.

Term Paper: Personal Theory (due April 16):

This paper is an exercise in reflection and self-examination. There are no right or wrong responses.

Theory is not value neutral. Every theory contains embedded assumptions about human nature and the process of change. Some theories assume people are born primitive, driven by dark forces, until civilized through socialization (psychoanalytic), while other theories assume that we are born in a state of purity until corrupted by society's dictates (Gestalt). Some theories assume that change occurs when feelings shift (person centered), some when thinking is altered (cognitive), and some when external contingencies are changed (behavioral). Some theories see reality as fixed and observable (family systems) while other see reality as shifting, socially constructed, and context dependent (narrative, solution focused). Some theories include developmental assumptions and see history as essential (psychoanalytic) and some contain no developmental assumptions and stay focused in the present (behavioral, solution focused). Within some theories, the therapist is very non-directive while others call for the therapist to be very active and directive.

Think about the theories we have studied so far and think about your personal beliefs, values and assumptions. Which theory or theories fit for you and which don't. Write a paper that discusses the theories you embrace, those you reject, and why. Use this assignment as an exercise in self exploration. The following questions are intended to stimulate your thinking. **Do not** use them as an outline and do not be limited by them. If you simply answer these questions you will receive a failing grade.

1. Which theory or theories most closely fits your view of human nature? Are people essentially born pure or born savage, and what role does socialization play? How do the various theories fit with your personal values?
2. Which theory or theories provides the most accurate map of reality as you perceive it? Which seems to most closely capture your own worldview?

3. Which theory or theories most closely matches your own belief about how change occurs in peoples' lives? Which is most important: changing emotion, cognition, or behavior?
4. What life experiences shaped the beliefs and values that lead you to prefer one theory over another? Which theory fits best with your personality and style of interaction?
5. Which theory most closely fits your view of development and history. How necessary is it to understand the past when trying to bring about change?
6. Do some theories fit better for work with children? Adolescents? Adults? Why?
7. Is there one theory that you feel captures "the truth"? Why?
8. Which theory or theories do you see as having the broadest cultural applicability?
9. How has your worldview shifted as a result of studying these theories?
10. What are the pros and cons of theoretical integration vs. theoretical purity?
11. What have you learned about yourself through your reaction to the theories?
12. Are there theories, philosophies or worldviews that have not been covered in this class that more accurately define you?

CLASS SCHEDULE

January 15:	Introductions Overview of the class Overview of themes in counseling
January 22:	Readings: P&N, Chapter 1 Reading Packet: Kottler, <u>Theory in a Clinician's Life</u> Smoller, <u>The Etiology and Treatment of Childhood</u> Hubble & O'Hanlon, <u>Theory Countertransference</u>
January 29:	Theory Presentation: Psychoanalytic/Freudian Readings: P&N, Chapter 2 Reading Packet: Acocella, <u>The Politics of Hysteria</u> Duncan, Miller, and Sparks, <u>Exposing the Mythmakers</u>
February 5:	Theory Presentation: Person-Centered Readings: P&N, Chapter 5 Reading Packet: Butler, <u>The Anatomy of Resilience</u> Siegel and Hartzell, <u>How We Attach: Relationships Between Children and Parents</u>

February 12 :

Theory Presentation: Jungian Analysis

Readings:

Reading Packet:

Douglas, Analytical Psychotherapy

Zweig and Abraham, Introduction: The Shadow Side of Everyday Life

February 19:

Theory Presentation: Play Therapy

Readings: P&N, Chapter 3

Reading Packet:

Buser, Play Therapy

Axline, Play Therapy, Chapters 7 to 11

Landreth, Typical Problems in Play Therapy

February 26:

Theory Presentation: Narrative Therapy

Readings: P&N, Chapters 12 & 13

Reading Packet:

White, Deconstruction and Therapy

Freeman, Epston, and Lobovitz, Playful Communication In Family Therapy

March 5:

Theory Presentation: Solution Focused Therapy

Readings:

Berg and Gallagher, Solution Focused Brief Treatment With Adolescent Substance Abusers

Chang, Collaborative Therapies with Young Children And Their Families

March 12 :

Theory Presentation: Gestalt

Readings: P&N, Chapter 6

Reading Packet:

Oaklander, My Working Model

Anderson, Enlightenment Reframed

- March 19:** **NO CLASS**
Readings: P&N, Chapter 14
Reading Packet:
Asay and Lambert, The Empirical Case for Common Factors In Therapy
Weinberger, Common Factors Aren't So Common
Lebow, The Science of Clinical Artistry
- March 26:** **Spring Break, No class.**
- April 2:** **Theory Presentation: Cognitive: REBT and CBT**
Readings: P&N, Chapter 10
Reading Packet:
Lebow, Therapy by the Numbers?
Thyer, What is Evidence-Based Practice
Gambrill, The Need for Critical Thinking in Clinical Practice
- April 9:** **Theory Presentation: Behavioral**
Readings: P&N, Chapters 8 & 9
- April 16:** **Theory Presentation: Your Choice**
Readings: P&N, Chapters 15 & 16
Reading Packet:
Schwartz, The Larger Self
Term Paper Due
- April 23:** **Final Exam**
Readings: P&N, Chapter 17

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
Term	
Department	Counseling Psychology
Faculty Name	

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.

Corequisite: CPSY 503, or 507 and 508.

Prerequisite: None.

Credit: 3 semester hours.

Guiding Principles/Standards Addressed in 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, 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 wellbeing.	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 wellbeing.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	X

Authorization Levels:

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.	
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	

*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).