

SPSY 67929-77929

Individual Counseling Techniques for School Psychologists and Rehabilitation Counselors

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Course Objectives:

1. Students will learn ethical and professional issues related to counseling and intervention with children and adolescents in the schools.
2. Students will learn to identify personal and interpersonal issues that may impact counseling.
3. Students will learn interviewing and counseling techniques that are developmentally appropriate for young children, school-age children, and adolescents.
4. Students will learn interviewing and collaboration techniques to involve caretakers (e.g., teachers, parents) in counseling when that is appropriate.
5. Students will understand the counseling process in school settings, including assessment and implementation of treatment/counseling.
6. Students will review empirically supported treatments for children with disruptive behavior problems, as well as treatments for internalizing disorders, including anxiety and depression.
7. Students will develop ideas to provide culturally sensitive interventions to diverse children and families.

Required Text:

PCIT: Hembree-Kigin, T. L., & McNeil C. B. (1995). *Parent-child interaction therapy*. New York: Kluwer Academic/Plenum Press.

ADDITIONAL REQUIRED READINGS: Supplemental readings required by Dr. Anhalt will be available for purchase at The UPS Store on 1675 E MAIN ST—within the ACME shopping center—in Kent, OH; Phone: (330)678-0111.

Assignments

- 1) Class Participation. Students are expected to attend all classes. Please contact the instructor if there is a situation that will prevent you from attending class. Also, students should complete the readings assigned BEFORE every class and be prepared to engage in class discussions. (30 points)
- 2) Demonstration of application of play therapy skills with a young child (child should be between the ages of 3 and 6). Each student will prepare a video demonstrating understanding of behavioral play therapy/child-directed interaction skills as discussed in class and in the Hembree-Kigin & McNeil (1995) book. Students will obtain permission from parents to engage in this activity and videotape the interaction with the child. A description and demonstration of the specific skills to be “mastered” will take place during class, as part of the review of “Parent-child interaction therapy”.

Mastery of behavioral play therapy skills will be evaluated by Dr. Anhalt. Each student will select the five minutes of interaction with the child that Dr. Anhalt should code to evaluate mastery. It is strongly recommended that several practice sessions take place and that the final video submitted to Dr. Anhalt contains more than five minutes of interaction, so that each student can select their “best” five minutes. (100 points)

- 3) Interview with an “adolescent”. Each student will work with a peer from class to videotape a “mock” initial counseling session with an adolescent (role-played by their peer partner). Before the initial counseling session, the “therapist” will have minimal information about the adolescent’s presenting concern. During the videotaped initial session, the therapist will need to discuss issues of confidentiality in counseling, build rapport, and gather in-depth information about the presenting concern, as well as the adolescent’s functioning in different areas (e.g., academic, relationships with peers, teachers, family members). The student should demonstrate the ability to build rapport and engage the adolescent. Each “adolescent actor/actress” should get approval from Dr. Anhalt for the presenting concern BEFORE it is shared with the therapist. The therapist will receive a one to two-sentence referral, while Dr. Anhalt will receive (and approve) a longer description of the presenting concern (about two paragraphs).

After the “mock” initial counseling session is videotaped, the “adolescent actor/actress” should provide feedback to the “therapist”. The feedback will be “peer to peer”. Peers should reflect on their counseling session, review the videotape, and **write both positive and constructive feedback regarding therapist skills. This paper should be typed, double-spaced, and follow APA style when needed (e.g., when references are cited). Areas addressed in the feedback paper should include: (a) description of ethical/confidentiality issues; (b) rapport-building skills; and (c) listening responses. Students should incorporate articles and chapters from required class readings to guide their feedback.** Students are NOT expected to gather materials (e.g., books, articles) outside of the class readings for this paper. Dyads should share and discuss their papers with each other. After this, the paper(s) and

videotape(s) should be given to Dr. Anhalt, who will review them and hold a feedback meeting with each dyad. (100 points)

- 4) Class Presentation. Each student will be required to work with a group on a presentation of individual counseling for a particular mental health concern. There will be three groups presenting: one focusing on individual counseling/therapy for adolescents with depression, another focusing on individual counseling/therapy for children with anxiety, and the third will focus on individual counseling/therapy for children with anger problems.

Each group will present during an entire class period. The class presentation should be designed in consultation with Dr. Anhalt. Each group should begin by introducing information about their population (e.g., characteristics and prevalence of the disorder/mental health concern). Following that, a review of empirically-supported (research-supported) treatments for the disorder should be presented—this should be a BASIC review, NOT an extensive review. This review should be 15-20 minutes and it can present different approaches to treatment (e.g., parent-initiated, group counseling, pharmacological [drug] treatment).

Following the review, the group should provide an extensive description of an evidence-based (research-supported) individual counseling/therapy for their population. Detailed information about the length and content of the individual counseling approach should be provided. The last part of the class presentation should involve illustrating part of a sample session—this can either be done through presenter role-plays for the class or by giving class members an activity to practice skills.

The “lecture” portion of the presentation should be given through MS Power Point slides. A handout of the Power Point slides should be distributed to the class on the day of the presentation. Please make sure your sources are cited in the text of your slides (when this is relevant) and that you provide a SEPARATE handout of a reference list that includes all sources mentioned in your presentation. Citations in the text of slides and the reference list should follow APA style (based on the 5th edition of the Publication Manual). The font size of your power-point slides should be at least 24 so that your audience can read them! However, citations within slides can be in smaller font and can appear at the bottom of your slides. (100 points)

Grading Criteria/Policy on Grading

Student proficiency is graded by letter grades as follows: A indicates superior attainment, B indicates average attainment, C indicates below average attainment, D indicates far below average attainment. Grades of B will be assigned to students

who demonstrate mastery of the curriculum content but whose performance is not exemplary. Grades below B will be assigned when students do not demonstrate mastery.

Grading Scale

297-330 points = A

264-296 points = B

231-263 points = C

Class Schedule

*This timeline is subject to change as deemed appropriate or necessary

DATE	CLASS CONTENT	READINGS & ASSIGNMENTS
	Review of syllabus and introduction to course Description of assignments and expectations	
	Legal and ethical issues in counseling Interpersonal issues that may impact counseling	Rae & Fournier (1999) Cormier & Nurius (2003) Chapter 2
	Developmental and Contextual issues in Counseling Interviewing: Strategies for interviewing young children, school-age children, adolescents Strategies for interviewing parents and teachers	Sattler (1998) Chs. 2, 3, 4
	Behavioral Play Therapy Skills/Child Directed Interaction---Skills for therapeutic work with young children	Hembree-Kigin & McNeil (1995) Chs. 1, 2, 3, 4

	Play therapy skills (continued)	Hembree-Kigin & McNeil (1995) Chs. 1, 2, 3, 4
	No class—Rosh Hashana	Groups may work on “Class Presentation” project
	Overview of the counseling process Becoming an effective helper, Listening Responses	Cormier & Nurius (2003) Chs. 4, 5 Nystul (2003)
	Counseling communication skills (continued) Influencing responses	Cormier & Nurius (2003) Ch. 7 PLAY THERAPY VIDEO DUE
	GROUP PRESENTATION on Evidence-based individual counseling for children and/or adolescents with depression	Stark and colleagues (2005) – Treatment of child and adolescent depression
	GROUP PRESENTATION on Evidence-based individual counseling (cognitive-behavior therapy) with children and/or adolescents with anxiety	Kendall, Aschenbrand, & Hudson (2003)—Child-focused treatment of anxiety Albano, Detweiler, & Logsdon-Conradsen (1999)—Cognitive- behavioral interventions with socially phobic children "ADOLESCENT" VIDEO AND FEEDBACK PAPER DUE FOR ALL CLASS DYADS
	DYAD MEETINGS WITH INSTRUCTOR TO REVIEW "ADOLESCENT" VIDEO	
	DYAD MEETINGS WITH INSTRUCTOR TO REVIEW "ADOLESCENT" VIDEO	
	GROUP PRESENTATION on Anger Management Intervention with children and/or adolescents	Wilde (2001)—Interventions for children with anger problems

	Review of the discipline component of Parent-child interaction therapy (PCIT)	Hembree-Kigin & McNeil (1995) - Chapters 5, 6, 7, 8
	Discipline component of PCIT continued	Hembree-Kigin & McNeil (1995) - Chapters 5, 6, 7, 8
	Class will meet if needed	

Policy on Plagiarism: Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is plagiarism. This applies whether information is obtained from print, presentation, electronic, and/or other sources. Plagiarism detected in this course will be handled in accordance with departmental and Kent State University-based policy regarding this serious ethical violation.

Students Experiencing Disabilities: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must verify your eligibility through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds for more information on registration procedures).

Attendance Policy: Regular attendance in class is expected of all students at Kent State University. The individual instructor has both the responsibility and the prerogative for managing student attendance. While classes are conducted on the premise that regular attendance is expected, the university recognizes certain activities and events as legitimate reasons for absence from class. These include, for example, illness, death in the immediate family, religious observance, among others. Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner." Please contact me as soon as possible if you will need to miss a class.

Reference List for Required Supplemental Readings

- Albano, A.M., Detweiler, M.F., & Logsdon-Conradson, S. (1999). Cognitive-behavioral interventions with socially phobic children. In S. W. Russ & T.H. Ollendick (Eds.), *Handbook of psychotherapies with children and families* (pp. 255-280). New York: Kluwer academic/Plenum Publishers.
- Cormier, S. & Nurius, P.S. (2003). Building your foundation as a helper. *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions*. (5th ed., pp.16-44). Pacific Grove, CA: Brookes-Cole.
- Cormier, S. & Nurius, P.S. (2003). Ingredients of an effective helping relationship. *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions*. (5th ed., pp.63-83). Pacific Grove, CA: Brookes-Cole.
- Cormier, S. & Nurius, P.S. (2003). Listening responses. *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions*. (5th ed., pp.84-112). Pacific Grove, CA: Brookes-Cole.
- Cormier, S. & Nurius, P.S. (2003). Influencing responses. *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions*. (5th ed., pp.134-174). Pacific Grove, CA: Brookes-Cole.
- Kendall, P., Aschenbrand, S. G., & Hudson, J. L. (2003). Child-focused treatment of anxiety. In A. E. Kazdin & J. R. Weisz (Eds.) *Evidence-based psychotherapies for children and adolescents* (pp. 81-100). New York: Guilford Press.

- Nystul, M.S. (2003). The counseling process. *Introduction to counseling: An art and science perspective* (2nd ed., pp. 52-86). Boston: Allyn and Bacon.
- Rae, W.A. & Fournier, C.J. (1999). Ethical and legal issues in the treatment of children and families. In S.W. Russ & T. H. Ollendick (Eds.), *Handbook of psychotherapies with children and families* (pp. 67-86). New York: Kluwer academic/Plenum Publishers.
- Sattler, J.M. (1998). Conducting the interview. *Clinical and forensic interviewing of children and families: Guidelines for the mental health, education, pediatric, and child maltreatment fields* (pp. 45-95). San Diego: Jerome Sattler, Inc.
- Sattler, J.M. (1998). The initial interview with children. *Clinical and forensic interviewing of children and families: Guidelines for the mental health, education, pediatric, and child maltreatment fields* (pp. 96-132). San Diego: Jerome Sattler, Inc.
- Sattler, J.M. (1998). Initial interviews with parents, teachers, and families. *Clinical and forensic interviewing of children and families: Guidelines for the mental health, education, pediatric, and child maltreatment fields* (pp. 133-183). San Diego: Jerome Sattler, Inc.
- Stark, K. D., Hoke, J., Ballatore, M., Valdez, C., Scammaca, N., & Griffin, J. (2005). Treatment of child and adolescent depressive disorders. In E. D. Hibbs & P. Jensen (Eds.), *Psychosocial treatments for child and adolescent disorders: Empirically-based strategies for clinical practice* (2nd ed., pp. 239-265). Washington, DC: American Psychological Association.

Wilde, J. (2001). Interventions for children with anger problems. *Journal of Rationale-Emotive & Cognitive-Behavior Therapy*, 19, 191-197.