

**COUNSELING THEORIES:
Cognitive, Affective and Behavior
Change with Children and Adolescents
CPSY 512
Fall, 2006**

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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 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 have a beginning knowledge of how to apply theory to the treatment of children and adolescents.
3. Students will grasp the similarities and differences between the theories.
4. Students will have a beginning ability to integrate the various theoretical approaches.
5. Each student will develop a comprehensive grasp of one theoretical approach.
6. Students will appreciate the socially-constructed nature of theory.
7. 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

Reading Packet for CPSY 512, Fall,2006 (available in CPSY office)

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 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 developmental scheme and etiological assumptions implicit in the theory (if any).
6. A discussion of how the theory is differentially applied with children, adolescents and adults.
7. A critical discussion of the strengths and weaknesses of this approach.
8. Question and answer period.
9. 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 five point grade reduction.

3. Term Paper

The term paper will be due on **December 7**. 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 **December 14**. 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 December 7):

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. How has your worldview shifted as a result of studying these theories?
9. What are the pros and cons of theoretical integration vs. theoretical purity?
10. What have you learned about yourself through your reaction to the theories?
11. Are there theories, philosophies or worldviews that have not been covered in this class that more accurately define you?

CLASS SCHEDULE

- September 7:** Introductions
 Overview of the class
 Overview of themes in counseling
- September 14:** Readings: P&N, Chapter 1
 Reading Packet:
 Kottler, Theory in a Clinician’s Life
 Smoller, The Etiology and Treatment of Childhood
 Hubble & O’Hanlon, Theory Countertransference
- September 21:** **Theory Presentation: Psychoanalytic/Freudian**
 Readings: P&N, Chapter 2
 Reading Packet:
 Acocella, The Politics of Hysteria
 Duncan, Miller, and Sparks, Exposing the Mythmakers
- September 28:** **Theory Presentation: Person-Centered**
 Readings: P&N, Chapter 5
 Reading Packet:
 Butler, The Anatomy of Resilience
 Siegel and Hartzell, How We Attach: Relationships Between Children and Parents
- October 5** **Theory Presentation: Jungian Analysis**
 Readings: Reading Packet:
 Douglas, Analytical Psychotherapy
 Zweig and Abraham, Introduction: The Shadow Side of Everyday Life

- October 12:** **Theory Presentation: Psychodynamic**
 Readings: P&N, Chapter 3
 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
- October 19:** **Theory Presentation: Play Therapy**
 Readings: Reading Packet:
 Buser, Play Therapy
 Axline, Play Therapy, Chapters 7 to 11
 Landreth, Typical Problems in Play Therapy
- October 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
- November 2:** **Theory Presentation: Solution Focused Therapy**
 Readings: P&N, Chapter 14
 Reading Packet:
 Berg and Gallagher, Solution Focused Brief Treatment
 With Adolescent Substance Abusers
 Chang, Collaborative Therapies with Young Children
 And Their Families
- November 9:** **Theory Presentation: Gestalt**
 Readings: P&N, Chapter 6
 Reading Packet:
 Oaklander, My Working Model
 Anderson, Enlightenment Reframed
- November 16:** **Theory Presentation: Cognitive: REBT and CBT**
 Readings: P&N, Chapter 10
 Reading Packet:
 Bromberg, Something Wicked This Way Comes
 Lebow, Therapy by the Numbers?

- November 23:** **Thanksgiving – no class**
- November 30:** **Theory Presentation: Behavioral**
Readings: P&N, Chapters 8 & 9
- December 7:** **Theory Presentation: Your Choice**
Readings: P&N, Chapters 15 & 16
Reading Packet:
Schwartz, The Larger Self
Term Paper Due
- December 14:** **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	512
Term	Fall 2006
Department	CPSY
Faculty Name	Steve Berman

Catalogue Description (*copy from current catalogue*): Overview of the history, systems, roles, and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format.

Prerequisite: None.

Credit: 1 semester hour.

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 Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	✓
<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 practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	✓

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 Age 3-4 th Grade	
Elementary 3 rd -8 th Grades in an Elementary School	
Middle Level 5 th -9 th Grades in a Middle or Junior High School	
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	

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

Student Performance:

Student performance criteria appear on page(s) 2 of this syllabus (student performance includes goals, evidence, and levels of performance).