

## CPSE 646

### Counseling Theory & Interventions for School-Based Practitioners

Fall 2023 Class time: 10am – 12:50pm, 343 MCKB

#### **Instructor:**

Rebecca Winters, Ph.D., NCSP

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Office Number: 340-A MCKB

Office Hours: Mondays 12pm-1pm or by appointment

#### **Teaching Assistants:**

Molly Michaels - [michaemm@student.byu.edu](mailto:michaemm@student.byu.edu)

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### ***Welcome to Counseling Theory and Interventions!***

**Course Purpose:** You will create a foundation for your future counseling practice, understand fundamental ideas regarding how to be an effective helper, and design your own beginning theory of how people change based on our semester's integration of theory and practice.

**Who is your instructor?** I received my doctorate in School Psychology from Texas A&M University in 2017, and I was a practicing school psychologist for five years before coming to BYU. I have worked in a variety of settings since beginning my doctoral training, including public and private schools, community mental health, child advocacy, and pediatric outpatient (hospital-based) settings. My work has focused extensively on treating childhood emotional and behavioral disorders, particularly those rooted in significant adverse experiences. I also have specialized training in bilingual assessment and intervention and am highly committed to meeting the needs of individuals from marginalized communities. My approach to clinical work is very similar to how I approach working with graduate students. I believe that each of you has the potential to be successful in this course, and I will strive to help you gain the skills and knowledge you need to do so. I hope that by the end of this course, you will understand what it means to have a growth mindset approach to your continued learning. I hope you will have gained and developed knowledge, professional skills, professional character, spiritual sensitivity, empathy and love for your clients, applied skills and clarity about your career path ahead.

**Who we are:** We are a class of school psychologist students, and as such, course content and materials will be devoted to working with children in Pre-K through 12<sup>th</sup> grade. Although you are all school psychology students, you are a diverse class with varying knowledge and experiences. Some of you have worked or spent extensive time with children, others have not. Some of you may have prior counseling experience, while others come from a completely different field. Your unique background will enrich our class and help us learn from one another. My role as your instructor will be to cultivate appreciation for diversity, while also building upon the commonalities that we share.

**Why you are here:** The theories you learn will prepare you to develop your own beginning understanding of how people, in particular children and adolescents, change. The skills you learn will help you integrate theory into practice. This is one of the first steps on a learning journey that should not only teach you to become professionally competent, but I hope will change your heart, character, and relationships as much as it has mine.

## **Course Materials**

### **Required Texts and Materials:**

Counseling Children and Adolescents, 2nd Edition by Sondra Smith-Adcock and Catherine Tucker (2023)  
Sage Publications, ISBN: 978-1-5443-8599-0

Helping Skills: Facilitation Exploration, Insight, and Action, 5<sup>th</sup> Edition by Clara Hill (2020)  
APA Publications, ISBN: 978-1-4338-3138-6

Counseling Skills Workbook for Educational Psychology by Richard Heaps, Scerinda Johnson, and Kenneth Schwab (1994). ISBN: 9780700367061 (You can purchase at the BYU Bookstore).

*Skillsetter* web platform for counseling practice at <https://www.skillsetter.com/>  
(Paid for by CPSE. Details will be given during the first week of class.)

### **Optional Texts and Materials:**

Counseling Children and Adolescents in Schools by Robyn S. Hess, Sandy Magnuson, & Linda Beeler (2012)  
Sage Publications, ISBN: 978-1-4129-9087-5

45 Techniques Every Counselor Should Know (Merrill Counseling) by Bradley Erford (2019)

Yalom, I (2002). *The Gift of Therapy*. Harper Perennial: Toronto.

Gottlieb, L. (2019). *Maybe You Should Talk to Someone: A Therapist, Her Therapist, and Our Lives Revealed*.

To look up therapy videos go to:

- 1) On the main library homepage ([www.lib.byu.edu](http://www.lib.byu.edu))
- 2) In the main search box at the top, select database finder (it's under the line)
- 3) In the box type in "Counseling and therapy in video," hit the search button
- 4) The list will come up, click on "Counseling and therapy in video," will be at the bottom, and you'll be into the Alexander Street Video Collection. From the menu on the left-hand side of the web page, choose "counseling session" under "video type." You can do an advanced search for certain types or theories that interest you.

### **Learning Outcomes:**

1. *Students will be able to describe and explain the basic principles of many of the major counseling theories that have shaped the field of counseling and psychotherapy.*

Assessment: Reflection papers demonstrating knowledge of reading, critical thinking skills, counseling methods, and attendance during class instruction and discussions.

2. *Students will learn some of the basic counseling skills foundational to the practice of counseling and psychotherapy and will be able to apply them in competent, ethical, and appropriate ways.*

Assessment: Role plays, Skillsetter deliberate practice platform, 2 practice video recordings. Students' performance learning counseling skills will be considered a competency benchmark for beginning their first practicum. Mastery of lab skills will indicate a student is prepared for future practicum experiences. See Competency Evaluation below.

3. *Students will explain the context of the development of the major theories of how people change and learn how to apply these theories in practice.*

Assessment: Class discussion, class participation, reflection papers

4. *Students will be able to develop for themselves a beginning sense of their theoretical orientation, including how they would apply major counseling theories to diverse groups of clients.*

Assessment: Theoretical Orientation Paper

### **Competency Evaluation:**

Students' performance on the lab skills videos will serve as a competency evaluation that will be used to determine their readiness for their next practicum experience. Evaluations will also be used to determine additional targets for change and to reinforce skills that are well developed.

### **Attendance Policy:**

For the maximal learning experience and successful outcome, you are expected to attend every class. Emergencies happen from time to time and will be addressed on a case-by-case basis. Please contact Rebecca before class begins if you are unable to attend. Note that if you are ill or have extenuating circumstances and wish to participate over Zoom, you MUST receive permission from Rebecca prior to emailing our tech student. In such situations, your attendance will only count if your camera is on and you are present to participate in class.

If you miss class, it is up to you to get notes from other classmates and make up the work completed in class. Students who miss more than one class may have their grade lowered one full letter grade. Students who are tardy (more than 10-15 minutes late) more than three times may have their grade lowered one full letter grade.

### **Classroom Environment:**

The learning you will do should be enriching, enjoyable, and may at times be challenging as the content may open up areas of learning that are new to you. It is important that you are respectful of others' thoughts and feelings by listening and responding politely. A diversity of ideas and thoughts will be encouraged. Please be sure

your comments are based on theories, research, and practical knowledge in the field. You are invited to visit with Rebecca outside of class time if you feel that your comments are not being heard or addressed by her, your TA's, or other classmates.

### ***Office Hours:***

Please stop by and visit during office hours with any questions! Stay for a few minutes or longer.

### **Assignments:**

#### **Weekly Reflection Papers**

Complete assigned readings listed on your class schedule below. Respond to the following questions and turn in completed reflection papers (1-1.5 pages double spaced) uploaded to Learning Suite by Midnight on the Monday before class. **10 points each.**

- Indicate whether you thoughtfully completed all the assigned reading for the week and Skillsetter practice assignment (only on weeks where Skillsetter was assigned).
- Summarize the major principles from the readings.
- Reflect on what you would and would not like to integrate into your clinical practice. What resonated with you? Was there anything that you found unhelpful or uncomfortable?
- Share how what you have read about and practiced connects with gospel ideas.

#### **Skillsetter and Weekly Practice Videos**

After class, you will go home and practice the clinical skill learned in class using three practice videos found on <https://www.skillsetter.com/>. Please answer the questions provided by Skillsetter for each given skill. Your TA's will provide feedback. Please re-do any practice video they request. Your TA will need to pass you off on the weekly videos before you can make your longer practice videos described below. You should complete weekly videos by Monday at midnight, two days before the class where you will learn your next skill. **Need to pass off all skills by the end of the semester. 10 points per module for a total of 70 points.**

#### **Practice Videos**

You will complete two longer practice videos during the course, which should be 30 minutes each. Please record these videos working with an acquaintance whom you have met, but do not know very well. If you have trouble finding someone, you may record your practice video with one of the TAs. Your midterm video will be due after learning the first set of counseling skills in September, and it will be graded on how well you demonstrate those skills. The final video will require you to demonstrate the second set of skills learned in October and November. Please choose a 10 minute segment of each video to show and discuss with your lab group. Once you have received feedback on video one, you can make video two. For each video, please submit a one-page summary of the client's presenting problem in their words, your conceptualization of it, and how you tried to help your client. List at least one place you use each of your skills and the time stamp. List at least two places (and time stamps) you could have used one of your skills and did not. There will be a consent form for the client to sign that will be on learning suite. You will want to upload the consent, the one-page summary and your video all on learning suite on the due dates for video 1 and 2 on the schedule below. **50 points per video for a total of 100 points; Need to pass off.**

### Theoretical Orientation Paper

You will be required to write an 8-page (double-spaced) paper that explains your current philosophy and approach to counseling based on the integration of theory and practice you did this semester. The paper should include the following three components:

- (1) Identification of 2-3 theories discussed in class that resonate most with your approach to counseling (at this time in your training). Please include a brief explanation of each theory and talk about why it resonates with you.
- (2) How your counseling approach might differ based on age and other characteristics (race, ethnicity, religion, socioeconomic status, etc.).
- (3) How you see yourself working with other adults in the child or adolescent's life to facilitate change.

You are encouraged to reference gospel truths in your paper, but it is important that you demonstrate an understanding of the knowledge and skills presented in this class. Please follow APA guidelines when formatting your paper and including any citations or references. You may upload your final paper to Learning Suite. **60 points (20 points for each section)**

**Class participation and professionalism:** Asking questions and participating in class discussion (which infers class attendance) is strongly encouraged. I know it can be difficult if you are more introverted. I will do my best to make space for all types of personality styles to have a chance to share thoughts. If you make your best attempt to join class discussions, are respectful in making space for others to participate, act in a professional way with respect for your instructors and classmates, regularly attend class, and complete all assignments with attention to content and detail, you can earn a full 10 points. **10 points**

### Summary of Activities and Point Values

Activity	Number	Point Value	Total	Due Date
Weekly Reflection Papers	13	10	130	Each week by Monday at Midnight
Skill Practice Videos (By Skillsetter Module)	7	10	70	See schedule
Theoretical Orientation Paper	1	60	60	Dec. 18 <sup>th</sup>
Mid-term video (Video 1)	1	50	50	Oct 16 <sup>th</sup>
Final video (Video 2)	1	50	50	Dec. 4 <sup>th</sup>
Class participation and professionalism	1	10	10	Dec. 13 <sup>th</sup>
Instructor ratings (please check your name so you get credit- I won't be able to identify you)	1	10	10	Completed at end of Course
		Total	380	

## Fall 2023 Class Schedule

<b>Date</b>	<b>Assignments Due</b>	<b>Class Topics</b>	<b>Readings Covered</b>	<b>Counseling Skills Lab</b>
Sept 6	None	Introduction: Review of Syllabus, Trends in Counseling Children, Establishing a Therapeutic Alliance	Smith-Adcock & Tucker Chapters 1 and 4  Helping Skills Chapter 1	Alliance-Building  Learn about Skillsetter
Sept 13	Reflection Paper 1 due Monday at 11:59pm. No weekly practice.	Counseling Implications from Neurobiology, Legal and Ethical Issues	Smith-Adcock & Tucker Chapters 2 and 3  Helping Skills Chapter 2  Heaps pgs. 1-15	Alliance-Building Cont. & Empathy
Sept 20	Reflection Paper 2 and Weekly Practice 1	Counseling in the Schools, Theory Integration and Case Conceptualization	Hess, Magnuson, & Beeler Chapters 1 and 4  Helping Skills Chapter 3  Heaps pgs. 16-23	Requesting Concreteness & Reflection
Sept 27	Reflection Paper 3 and Weekly Practice 2	Psychodynamic Theories  Play Therapy	Smith-Adcock & Tucker Chapter 5  Hess, Magnuson, & Beeler Chapter 9  Helping Skills Chapter 4	Summarizing
Oct 4	Reflection Paper 4 and Weekly Practice 3	Humanistic Theories	Smith-Adcock & Tucker Chapter 6  Helping Skills Chapter 5  Heaps pgs. 24-32	Owning Thoughts and Feelings
Oct 11	Reflection Paper 5 and Weekly Practice 4	Cognitive Behavioral Theories	Smith-Adcock & Tucker Chapter 7  Helping Skills Chapters 6-7	Practice for Video #1
Oct 18	Reflection Paper 6  Counseling Skills Video 1 due	Constructivist Approaches & Solution-Focused Therapy  Guest Speaker – Ellie Young, 10am	Smith-Adcock & Tucker Chapter 9  Helping Skills Chapters 8-9	10-minute presentations of Video 1 in TA groups

Oct 25	Reflection Paper 7	Family and Systems Approaches	Smith-Adcock & Tucker Chapter 8 Helping Skills Chapters 10-11	10-minute presentations of Video 1 in TA groups
Nov 1	Reflection Paper 8	Behavioral Theories Guest Speaker (TBD)	Behavioral Therapy Readings Helping Skills Chapters 12-13 Heaps pgs. 34-43	Immediacy
Nov 8	Reflection Paper 9 and Weekly Practice 5	Counseling with Children Ages 5-11	Smith-Adcock & Tucker Chapters 11-12 Helping Skills Chapter 14 Heaps pgs. 44-52	Confrontation
Nov 15	Reflection Paper 10 and Weekly Practice 6	Counseling with Adolescents Ages 12-18	Smith-Adcock & Tucker Chapters 13-14 Helping Skills Chapter 15 Heaps pgs. 53-61	Problem-Solving and Integration
Nov 29	Reflection Paper 11 and Weekly Practice 7	Group Counseling in Schools	Hess, Magnuson, & Beeler Chapter 10 Helping Skills Chapter 16	Practice in preparation for Video 2
Dec 6	Reflection Paper 12 Counseling Skills Video 2 due	Accountability & Building Alliances	Hess, Magnuson, & Beeler Chapters 13-14 Helping Skills Chapter 17	10-minute presentations of Video 2 in TA groups
Dec 13	Reflection Paper 13	Creating a Continuum of Care	Hess, Magnuson, & Beeler Chapter 15 Helping Skills Chapter 18	10-minute presentations of Video 2 in TA groups
Monday, Dec 18	Theoretical Orientation Paper due by Monday at 11:59pm			

## **Course and University Policies**

### **University Honor Code:**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards.

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422- 2847 if you have questions about those standards.

### **Preventing Sexual Harassment:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours). Another option is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: [lisa\\_leavitt@byu.edu](mailto:lisa_leavitt@byu.edu); [advocate@byu.edu](mailto:advocate@byu.edu); or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus. As a BYU professor if I become aware of or reasonably suspects any incidents of Sexual Misconduct, I must promptly report all relevant information to the Title IX Coordinator. I am instructed to inform the reporting individual that I must report the incident.

### **Students with Disabilities:**

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities.

Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office in the ASB. They can be reached by phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

### **Academic Honesty:**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Plagiarism:**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered



through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

**Intentional Plagiarism**-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. **Inadvertent Plagiarism**-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: **Direct Plagiarism**-The verbatim copying of an original source without acknowledging the source. **Paraphrased Plagiarism**-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. **Plagiarism Mosaic**-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. **Insufficient Acknowledgement**-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

**Respectful Environment:**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010.

Student Information Sheet

CPSE 646--Fall 2023

Name: \_\_\_\_\_

What do you hope to learn in this course?

What are your goals for this class?

What questions do you bring to this class?

What instructor activities, methods, styles help you learn best?

What concerns do you have about this course?

What demands do you have on your time that may challenge you in meeting the objectives of the course? (Are you working? Family demands? Experiencing significant life changes? Other)

I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

\_\_\_\_\_

Name