

Psychology 714: Child and Adolescent Counseling
Francis Marion University
Spring Semester 2024

Class Meetings: Tuesdays, 4:00 PM-7:00 PM

Room: Virtual

Instructor: Matthew Hagler, PhD

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Office/Office Hours: CEMC 109-B or virtual (if virtual needed, email in advance).

Wednesdays 9:00 AM – 12:00 PM, Thursdays 1:00 PM – 4:30 PM, or by appointment at other times (email to request)

Course Catalogue Description

Child, parent, and teacher interview techniques; cognitive-behavioral case formulation, and individual and group therapy strategies for common child and adolescent problems and disorders; crisis and suicide intervention and prevention strategies at the individual and systems level. Ethical and legal issues involved in counseling and therapy with children and adolescents. Must be concurrently enrolled in Psychology 700C, Psychological Intervention Practicum.

Conceptual Overview

This course covers empirically supported intervention strategies that require direct service to the individual. Emphasis is placed on interaction and interviewing techniques to gain diagnostic information and to promote therapeutic progress. The student will obtain demographic, historical, developmental, and diagnostic information through interview with the child and adolescent clients, parents, and teachers. Obtained background information will be integrated with academic knowledge regarding child and adolescent development, psychopathology, and treatment techniques to formulate comprehensive treatment plans. Clinical problem-solving strategies and thinking skills will be developed to assist in the development, implementation, and evaluation of treatment strategies. The scientist-practitioner model of professional practice will be emphasized. Conceptual models of disorder and treatment to be emphasized will include the ecological (e.g., systems), behavioral and cognitive-behavioral models. Students will be encouraged to develop their own personalized approach to therapeutic intervention within the context of evidence-based procedures, progress monitoring, and data-based decision making.

Course Objectives

In this course, you should aim to begin developing the following:

1. Knowledge about the treatment techniques most commonly applied to childhood disorders
2. The beginning ability to execute these treatment techniques, or to know where to go to learn how.
3. An understanding of the research on the effectiveness of various treatment approaches with children
4. The ability to apply this research knowledge in making informed treatment decisions

5. The capacity to flexibly apply your burgeoning repertoire of intervention techniques to your work with child and adolescent clients
6. Skills for critically and thoroughly assessing the needs and adjustment of child and adolescent clients
7. Skills for developing a case conceptualization that incorporates developmental, biological, familial, cultural, social, and other contextual factors
8. The ability to develop an informed treatment plan based on your conceptualization of the child's presentation and your knowledge of the research on available treatment options

Course Structure

This course will meet once a week. As a graduate-level seminar, the emphasis is on group discussion and skills practice, although I will supplement with short lectures to convey key information. We will make extensive use of demonstration videos, in-class practice, and role-play. It is essential that you come to class on time and prepared (i.e., up-to-date with the readings and out-of-class practice) to actively participate.

Practicum Component

This course requires concurrent enrollment in PSY 700C: Psychological Intervention Practicum. Practicum experiences for this course include experience treating children/youth between the ages of 5 and 18 years. It is expected that a minimum of six individual sessions will be conducted with at least children within the indicated age range. In addition, students will be asked to lead/co-lead one complete group throughout the semester. Supporting interviews of parents, teachers and siblings, as appropriate for history taking and problem identification, are expected. It is expected that prior to intervention, students will obtain required consents and develop a comprehensive treatment plan using an outline/form provided by the instructor that includes identifying a problem(s) for intervention, stating measurable treatment goals, and developing or selecting measurement and monitoring procedures to assess progress. Students will maintain a log of all contacts and activities related to the practicum. Students will place maintain all permanent products produced during practicum (treatment plans, session plans, session notes, consultation and contact notes, client activity sheets or work products, assessment summaries or graphs, etc.), which will be saved in their practicum portfolio after the course instructor has reviewed them.

Required texts

1. Shapiro, J. P. (2015). *Child and adolescent therapy: Science and art*. Second edition. Wiley. *No purchase necessary – available online through FMU library*
2. Friedberg, R. D., & McClure, J. M. (2015). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts*. Second edition. Guilford.
3. Friedberg, R. D., McClure, J. M., & Garcia, J. H. (2009). *Cognitive therapy techniques for children and adolescents: Tools for enhancing practice*. Guilford.

4. Keperling, J. P., Reinke, W. M., Marchese, D., & Ialongo, N. (2017). *Group interventions in schools: A guide for practitioners*. Guilford. *No purchase necessary – available online through FMU library*
5. Herman, K. C., Reinke, W. M., & Frey, A. J. (2021). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*. Second edition. Springer. *No purchase necessary – available online through FMU library*

Course Requirements and Grading

1. **Treatment plans and case studies (60% total):** NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of TWO individual treatment plans/case studies and ONE group treatment plan and case study.

Due to differences across your schools/sites, it is impossible to set earlier due dates for case studies. They are officially due at the end of the semester. However, for many of you, it will be feasible to turn at least one case study in prior to the end of the semester. If this is the case, I strongly recommend and request that you do so (for your sake, and for mine)

2. **Student teaching/presentation (15%):** In groups of 3 or 4, students will be responsible for teaching a manualized intervention to the class. The student must role-play or demonstrate key treatment procedures for the class. Videos that demonstrate these techniques may also be presented. Students will then engage the class in a discussion of the material. Students will have 50 to 60 minutes to present the material and engage the class in a discussion. Students will work in groups and choose from the following treatments: Unified Protocol, Coping Cat, Stop & Think, Keeping Your Cool. Presentations days for each topic are listed on the class session schedule.
3. **Participation and attendance (15%):** This is an experiential, once-a-week class, so your attendance and active participation are essential for mastery of the material. For this reason, I am “strict” when it comes to attendance. Each class session (13 in total) will count for 1% of your grade. The additional 2 points will be for participating in a role-play activity with me during a class period. For each class period, I will grade your level of participation on a 5-point scale. **For this online course, your camera is expected to be on, and you should make multiple, meaningful contributions to each session.** *Unexcused* absences will result in a 0 for that day. Absences will only be *excused* for legitimate medical reasons, family emergencies, or religious holidays, and are at my discretion. Except in extreme circumstances, I will not excuse an absence if I am not informed in *advance*. To receive credit for an *excused* absence, you will need to submit detailed reading notes for all assigned readings from that day. **Reading**

notes are due by the next class period. However, per FMU policy, students who exceed 2 absences (for any reason) must be dropped from the course.

4. **Certificates (5% each, 10% total):** You will be required to complete two online certifications at your own pace during the course (TF-CBT and CBITS). The courses are self-paced and include didactic components and knowledge assessments. Courses must be completed and certificates turned in by the start of class on April 9.

Communication

Outside of class time, my primary way of communicating with you will be e-mail. E-mail also will be the easiest way for you to reach me. I generally will respond to e-mails within 24-hours during the week. If you do not hear back from me within 48 hours (except over the weekend/breaks), please feel free to follow up. You are able to call my office and leave me a voicemail, but this is not typically the most expedient way of getting a response. It is important to you check your FMU e-mail daily (during the week), as I will frequently use e-mail to update you, send out readings and assignments, etc. I will also update and maintain the course's Blackboard page and post readings and assignments there.

Disability Accommodations

I am happy to provide all approved accommodations to support the success of students with disabilities. In order to receive accommodations, I must receive an official letter from the Office of Counseling and Testing (843-661-1840). It is also helpful for us to meet during office hours early in the semester to discuss your accommodations so that I can be sure to provide them in a way that meets your needs.

Classroom Civility

Respect of others and participation is expected. Also, out of respect for the instructor and your fellow students, turn off all electronic communication devices before class begins. Do not text message, e-mail, or chat during class. If there is an emergency and you are expecting a critical text/email/call during class, please speak to me beforehand.

Late Assignments and Requests for Extensions

Generally, I will penalize late submission of assignments (10 points will be deducted for every day the assignment is late). In the case of personal or family emergencies or extenuating circumstances, you must contact me as soon as you anticipate an issue or need an extension in order to discuss possibilities of accommodations. The earlier you ask for an extension, the more likely I am to grant it, so it is in your best interest to look ahead to foreseeable events (e.g., religious holidays, family events). I am unlikely to grant a request for an extension that is made close to or after the due date except under extreme circumstances (e.g., emergencies). Each request will be considered on a case-by-case basis, and I cannot guarantee any request will be granted.

Academic Dishonesty

A university is a community of scholars, and all students are expected to act in ways that uphold the integrity of this community. Academic dishonesty is a serious breach of the principles of this University and of civil, ethical conduct everywhere and, thus, will not

be tolerated. Although academic dishonesty cannot be precisely defined to include all aspects of academic misconduct, the following statements have been provided to serve as a guide:

- Cheating includes, but is not limited to wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding him/her/themselves or any other person on any academic work which is considered in any way in the determination of the student's grade.
- Plagiarism involves the use of the ideas or writings of another person without acknowledgment of that use. Lack of knowledge for proper citation will not excuse violations of plagiarism. You also are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All work submitted for grading must be your original work for the specified course. This means you cannot turn in assignments, papers, or portions of assignments or papers from other courses, past and present, for grading as your original work in this course. Submissions of self-plagiarism will be treated as plagiarism.
- Other forms of academic misconduct include but are not limited to: using or contributing to unapproved test files, using any outside source(s) during an exam (unless specifically permitted by the instructor), discussing the content of course quizzes and exams with students who have not yet taken them, utilizing other electronic devices to access sources during a lockdown exam, and communicating with anyone in any form, aside from the course instructor during an exam.

Academic dishonesty and any other forms of academic misconduct, whether encountered or suspected, will be reported to the Provost's Office and dealt with in accordance with the FMU Honor Code, outlined in the FMU Student Handbook. Academic dishonesty and other misconduct will also result in anything from a zero on the assignment to a failing grade for the course, solely at the discretion of the instructor. Unless told otherwise, in writing, all work in the course should be done on your own and in your own words. All papers, exams, and extra credit turned in to me are expected to be your original work and only your work – No help from other students. Students are encouraged to seek help from professors without penalty.

Please note that use of artificial intelligence software to partially or fully complete assignments is considered cheating.

Important Mental Health Statement

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, health issues, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These concerns, or other stressful events, may lead to diminished academic performance and/or may reduce your ability to participate in daily activities. Students are encouraged to seek help when this is the case. An excellent place to start is with the Office of Counseling and Testing at 843-661-1840.

Tentative Schedule: Subject to change

	Date	Topic	Readings/Homework	Projects
1	1/9	Introduction/course overview	Shapiro Ch. 1 (39 pgs), Ch 9 (28 pgs.) F & M Nuts/Bolts Ch. 1 (8 pgs) F & M Tools Ch. 1 (11 pgs)	
2	1/16	Assessment & case conceptualization	F & M Nuts/Bolts Ch. 2 (32 pgs) F & M Tools Ch. 2 (42 pgs) Jenson-Doss et al. (2020) (13 pgs) Mental status exam slides and template	Review case study/treatment plan template
3	1/23	Psychoeducation, treatment planning	F & M Nuts/Bolts Ch. 3-6 (77 pgs) F & M Tools Ch. 3 (24 pgs)	Review group case study / treatment plan template
4	1/30	Theories & techniques of CBT, Part 1	F & M Nuts/Bolts Ch. 7-8 (49 pgs) F & M Tools Ch. 5 (59 pgs)	
5	2/6	Theories & techniques of CBT, Part 2	F & M Nuts/Bolts Ch. 9-10 (41 pgs) F & M Tools Ch. 4 (41 pgs)	
6	2/13	Theories and techniques of group counseling	Keperling et al. (114 pgs) READ Ch. 1, 3-5, 7, 9 SKIM Ch. 2	
7	2/20	Mindfulness and acceptance-based behavioral therapy	Shapiro Ch. 4 (38 pgs) Saltzman & Goldin (2008) (22 pgs) Broderick & Frank (2014) (13 pgs)	
8	2/27	Motivational interviewing	Herman et al. Ch. 1-3, 6 (85 pgs) OPTIONAL: Ch. 4-5 (63 pgs)	

9*	3/5 *Start at 4:15	Internalizing disorders – depression, suicide	F & M Nuts/Bolts Ch. 11 (52 pgs) Cháfey et al. (2009) (5 pgs) C-SSRS Training (link on Blackboard)	Unified Protocol Presentation
	3/12	SPRING BREAK – NO CLASS		
10	3/19	Internalizing disorders – anxiety	F & M Nuts/Bolts Ch. 12 (49 pgs) F & M Tools Ch. 7 (50 pgs) Reuther et al. (2011) (8 pgs)	Coping Cat presentation
11	3/26	Externalizing disorders – disruptive behavior, aggression	F & M Nuts/Bolts Ch. 13 (44 pgs) Linke et al. (2020) (10 pgs) Tudor et al (2016) (11 pgs)	Keeping Your Cool presentation
12	4/2	Parent management training (PMT)	Kazdin (2008) Ch. 1-4 (115 pgs)	Stop and Think presentation
13*	4/9 *Start at 4:15	Stress, trauma, grief, & bereavement	Shapiro Ch. 15 (34 pgs)	CBITS and TF- CBT certificates due
14	4/16	NO CLASS	WORK ON CASE STUDIES	
	4/24	ALL CASE STUDIES DUE		

NASP Domains Addressed in Course

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

- School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans. **(Sessions 2-3)**
- School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based

instructional and mental and behavioral health interventions and supports.

(Sessions 2-3)

- School psychologists incorporate various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels. **(Sessions 2-3)**
- School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention. **(Sessions 2-3)**

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

- School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making. **(Sessions 1-3)**
- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness. **(Sessions 2-14)**
- School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior. **(Session 14)**
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions. **(Session 2-3, 9)**
- School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies. **(Session 2-5, 12)**

- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions. **(Sessions 4-14)**
- School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies. **(Sessions 4-8, 13)**
- School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups. **(Sessions 1-14)**
- School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services. **(Session 13)**

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems’ structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

- School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships. **(Sessions 8, 13)**
- School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being. **(Sessions 2-3)**

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

- School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families. **(Session 9)**

- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development. **(Sessions 8, 13)**
- School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them. **(Sessions 8, 13)**
- School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible. **(Sessions 8, 9, 13)**

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes. **(Sessions 2-3, 9)**
- School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings. **(Sessions 2-3, 9)**
- School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities. **(Sessions 2-3, 9)**
- School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and

communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting. **(Session 9)**

- School psychologists recognize both within- and between-group differences when working with diverse student populations. **(Sessions 2-3, 9)**

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

- School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery. **(Sessions 1-14)**
- School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans. **(Sessions 1-3)**

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations. **(Sessions 1-14)**
- School psychologists engage in effective, collaborative, and ethical professional relationships. **(Sessions 1-14)**
- School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth. **(Sessions 1-14)**
- School psychologists collect data to evaluate and document the effectiveness of their own services. **(Sessions 2-3)**