

College of Education

EDUCATIONAL PSYCHOLOGY

Educational Psychology 544

## **SYLLABUS**

*The College of Education prepares caring, knowledgeable, and reflective practitioners grounded in best practices and dedicated to meeting the needs of all students.*

**School Psychology Counseling Theory & Practicum**

**Winter Quarter 2005**

**James J. Mazza**

Mondays: 1:00-3:50 + 4:30-5:30 or 5:30-6:30  
Miller Hall: Rm 402  
Instructor: James J. Mazza, Ph.D.  
Office: 322M P#: 616-6373

T.A. Marcia Jensen, # 616-6366  
Office: 406B  
Office Hours: by appointment

Required Text:

O'Connor, K. J. (1991). The play therapy primer: An integration of theories and techniques. New York, NY: John Wiley & Sons.

Reinecke, M. A., Dattilio, F. M., & Freeman, A. (1996). Cognitive therapy with children and adolescents: A casebook for clinical practice. New York: Guilford.

Additional Readings:

Baker, S. B. (1996). School counseling for the 21st century. Englewood Cliffs, NJ. Prentice Hall

Ehly, S. & Dustin, R. (1989). Individual and group counseling in schools. New York, New York: The Guilford Press. (Chapter 4).

Gilliland, B. E., James, R. K., & Bowman, J. T. (1989). Theories and strategies in counseling and psychotherapy. Englewood Cliffs, NJ. Prentice Hall

Holmgren, V. S. (1990). Elementary School Counseling. Boston, MA: Allyn and Bacon. (Chapter 9).

Kratochwill, T. R., & Morris, R. J. (1998). The practice of child therapy: Third edition. Boston, MA: Allyn and Bacon

Martin, G. & Pear, J. (1996). Behavior modification: What is it and how to do it. Upper Saddle River, NJ. Prentice Hall,

Rogers, C. R. (1951). Client-centered therapy. Boston, MA. Houghton Mifflin Company

Thomas, A. & Grimes, J. (1995). Best practices in school psychology. Washington, DC. National Association of School Psychologists.

**Course Objectives:**

1. To learn and understand the different counseling theories that are used with children and adolescents
2. To develop an awareness of what theories to use and with what type of clients
3. To develop basic individual counseling and interview skills to obtain content and emotional information
4. To develop interviewing skills that include the parents, the family dynamics, as well as the child/adolescent
5. To understand the basic goal and process of child/adolescent therapy.
6. To read and understand the ethical procedures and violations that may occur in a counseling relationship and to apply these standards to the individual cases.
7. To utilize the supervision process and integrate it into the counseling relationship.
8. To be the case manager of a client outside of the clinic, including getting the necessary forms, consent and setting up the appointments. This will also include disseminating the information back to parents at the end of the therapy sessions.
9. To determine and understand the school system of your client and then work within that particular school system to assist the client through therapeutic means.
10. To understand the difference between disseminating information from an assessment versus a counseling case.

**Course Requirements:**

1. Attendance is mandatory - 2 or more unexcused absences will result in a failing grade
2. Completion of assigned readings in class
3. Participation in classroom discussion regarding cases or course content
4. Provider of counseling services to at least two clients, one must be at the clinic and the other should be out in a school setting if possible.
5. Participation in weekly supervision of individual cases

6. Development of case formulation and planning
7. Completion of cases or referral to appropriate agencies when at a proper closure point. **\*\*This means some cases may run longer than the normal quarter depending on the client's issues and where they are in the therapeutic process**
8. Weekly reviews of self, highlight strengths of the past session as well as things to work on for the next session.

### **Expectations:**

1. Professional dress code. No jeans, ripped pants, or ripped shirts. The first impression is important and the child and the parent need to view you as a professional. Casual clothes for supervision are fine.
2. Arriving at least 15 minutes ahead of scheduled appointment to put together your interview room and strategies. Make sure kleenexes are in your room and that your tape is in the viewing room ready to go.
3. Providing a critical review of your previous session. The critical review needs to be typed (double spaced) and should evaluate strengths and areas to improve for the next session. This review needs to be completed weekly and should be brought to your supervision sessions.

### **Grades:**

This is a graded course. Grades from 3.5-4.0 will show mastery of the course content, and mastery in the basic skills of counseling therapy. Grades from 3.0-3.4 will show minimum competence in the course content and/or therapeutic skills regarding the counseling cases. Any grade below 3.0, the student will be strongly encouraged to take a second counseling practicum. It should be noted that grades will be based more on the ending therapeutic skills than at the beginning. Note that professional behavior will be evaluated for all grades.

## Course Outline

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Jan 3	Introduction to clinical procedures Explanation of outside case Going over Syllabus Critical evaluation of skills	
Jan 10	Explaining the process of therapy Family and School Systems Issues of confidentiality Assignment of clients (in house)	Handouts, B. P. 75, 77, Krat. 17 Reinecke 1, 14
Jan 17	Holiday – No sessions	
Jan. 24	Initial session procedure Case formulation Active listening skills Role-play initial session	Handouts, 4 chapters Rein. 1, 14
Jan. 31	Behavioral interviewing Other modalities of therapy Begin Sessions - review & questions	Gill. 4, 5, 7
Feb. 07	Play Therapy Viewing Videotapes	O'Connor Chap 1, 3 5, 6, 7; Rein. 10, 17
Feb. 14	Externalizing behavior therapies Case formulation Viewing Videotapes	Krat. 5, 7, Rein. 3, 4, 15
Feb. 21	Holiday – No sessions	
Feb. 28	Continuation of externalizing therapies Case formulation Viewing Videotapes & audiotapes	Krat. 6, Holmgren, Chpt. 9 Rein, 16
March 7	Internalizing behavior therapies Viewing Videotapes & audiotapes	Krat. 3, 4 Rein. 6, 8, 9,
March 14	Continuation of internalizing therapies Viewing Videotapes & audiotapes	Krat. 2, 13 Rein. 11

