

**Department of School Psychology  
College of Education and Behavioral Sciences**

**Spring 2019**

**APCE 618: Practicum in Child, Adolescent, & Family Interventions**

**Instructor:** Robyn S. Hess, Ph.D.                      **Class Times:** F 5-10, S 8-5, Su 8-4, plus  
Tues/Weds 4-8 (see detailed schedule at  
end of syllabus)

**Office:** McKee 293                                      **Office Hours:** By Appointment

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**Class Days:** July 19-21, July 23-24, July 30-31, Aug 6-7, Aug 9-11, and Aug 12-13

**Graduate Supervisor:** Lauren Rankin

**Credit Hours (5):** This course is repeatable with a maximum of 10 credits. Instructor and advisor permission is required before registering for a second term.

**Prerequisite:** APCE 607 (Ed.S.) or 707 (Ph.D.)

**Description:** Supervised experience in interventions with children, adolescents, and families; including counseling and play techniques, the use of digital recordings, client and supervisor feedback, and weekly seminars.

**Objectives:** The purpose of APCE 618 is to provide students with opportunities to:

1. Learn and use basic and advanced counseling/therapeutic skills with children/adolescents, with an emphasis on evidence-based interventions (e.g., CBT).
2. Learn to conduct intake interviews with parents and children.
3. Understand the theory and application of cognitive behavioral approaches with children and adolescents.
4. Learn to incorporate techniques appropriate for child and adolescent populations.
5. Complete CBT-based case conceptualization and treatment planning to guide interventions.
6. Learn strategies to evaluate the effectiveness of therapeutic work.
7. Learn to use supervision as a means for enhancing therapeutic skills.
8. Develop skills in writing timely, efficient progress notes.
9. Adhere to legal and ethical requirements within the counseling relationship
10. Practice short-term consultation with referring parents and/or school personnel, as appropriate.
11. Learn how to prepare clients for termination and make referrals when appropriate.
12. Understand differences in therapeutic approaches that may be more appropriate when a child/family is from a culturally and/or linguistically diverse background

and apply these modifications as appropriate.

**Required Text:**

Palmiter, D. J. (2016) *Practicing cognitive behavioral therapy with children and adolescents: A guide for students and early career professionals*. Springer Publishing Company. ISBN: 970-0-8261-3118-8

Psychological Services Clinic's Policies and Procedures Manual (provided)

**Additional Readings:**

Chorpita, B., & Daleiden, E., (2009) Mapping evidence-based Treatments for children and adolescents: Application of the distillation and matching model to 615 treatments from 322 randomized trials. *Journal of Consulting and Clinical Psychology*, 77, 566-579. doi: 10.1037/a0014565

Jones, J. M. (2009). Counseling with multicultural intentionality: The process of counseling and integrating client cultural variables. In J. M. Jones (Ed.), *The psychology of multiculturalism in the schools: A primer for practice, training, and research* (pp. 191-214). Bethesda, MD: NASP. (uploaded on to Canvas)

**Course Requirements/Activities:**

1. Attend all class meetings – attendance is essential even when you don't have a scheduled client.
2. Clients: Meet with three clients for 50-minute sessions each during the last three weekends of class.
3. Provide feedback to fellow class members in group supervision and directly following client sessions.
4. Maintain a complete and up to date clinical record for each client.
5. Begin to articulate a personal theoretical orientation and to demonstrate its application in sessions.
6. Demonstrate appropriate counseling skills (e.g., attending, empathy, respect, concreteness, genuineness, immediacy, and confrontation). It is expected that you will be able to adapt these skills to meet the developmental level of your clients.
7. Complete assigned readings prior to class meetings and be prepared to discuss.
8. Actively and constructively participate in class discussion and group supervision meetings.
9. Follow all NASP and APA ethical guidelines. You are to demonstrate the highest level of ethical and professional behavior.
10. Accept and incorporate supervisory feedback to improve counseling effectiveness. Be prepared for your supervision sessions (e.g., having watched your sessions, written notes or questions to ask).
11. Consult with one or more parents, as appropriate.
12. Reflect on and critically evaluate in-session counseling behaviors.

13. Complete one case conceptualization and treatment plan on one client.
14. Demonstrate awareness, knowledge and skills in counseling clients who are culturally different from yourself.
15. Use a variety of strategies such as additional reading and consultation with your peers/supervisor to develop case conceptualization skills and formulate a treatment plan.
16. Recruit three clients for sessions the last three weekends of class.

**Grading:**

This course is graded S/U. The majority of your grade will be based on your skill development in the counseling role. That is, I will look at your willingness to take risks and reflect on your sessions as well as your growth in implementing new skills. Additionally, your ability to accept and incorporate feedback into subsequent sessions will be considered. A second part of your grade is directed toward your professionalism which includes coming to class and sessions prepared, participating in class and group feedback, and acting as a positive support/critic to your peers. These components will be evaluated throughout (informally) and formally during the last weekend of class. Difficulty in meeting these requirements, lack of preparedness and participation, limited reflection and/or input to peers, and/or difficulty incorporating feedback will result in the lowering of your evaluation.

**Some General Rules of Practicum:**

1. Following each session, the supervisor and peers will meet with the school psychologist-in-training to provide feedback. After each session, the school psychologist-in-training will meet with her supervisor. It is expected that this feedback will be taken into consideration in preparation for future sessions with the same client and also with other clients.
2. At the end of the semester, the supervisor will meet with the school psychologist-in-training for a final evaluation session. Strengths and areas for further development will be provided and an evaluation given.
3. Generally, all interventions, techniques, or procedures with clients should be discussed in advance with the supervisor prior to their use.
4. It is expected that during all class times, the school psychologist-in-training will either be conducting supervised interventions or observing peers. Reviewing your recordings or writing progress notes is to occur outside of class time. You may begin preparing for your sessions (e.g., gathering materials) at about 15-20 minutes beforehand.
5. It is expected that after each intervention, peers will be involved in providing feedback to the school psychologist-in-training.
7. All client information is stored in the locking files in the first observation room. This material includes your DVDs, notes, usb drives, or anything that has identifying information on it. You may take notes for your supervision or for yourself on a separate notebook that does NOT have any identifying information.
8. No unauthorized persons are permitted in the observation area.
9. Everyone is responsible for keeping the observation area and rooms clean.

**Client Recruitment:** Each student is *required* to recruit three volunteer clients who will receive three sessions free of charge. If you do not believe you can meet this course requirement, please contact Dr. Hess immediately to brainstorm potential strategies for recruiting clients. You will need to bring these names on the first weekend of class. Please do not rely on classmates to bring additional volunteers if you have not have all three of yours. Doing so limits that classmate's ability to view sessions and participate in supervision and feedback sessions.

In keeping with clinic policy, volunteer clients cannot be the children of current students in your cohort. Each volunteer will be expected to attend sessions on the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> weekend. Alternatively, it might work better for a client to come twice on one of the weekends (possible a Friday night and a Sunday). Clients cannot be seen twice on the same day. Client sessions will not begin until 6pm on Friday (5 if absolutely necessary), and 9 a.m. on Saturdays and Sundays. This slightly later start allows us an hour to get set up and ready for our clients. Each session is 50 minutes long. If your client is very young, a shorter time frame may be considered. When recruiting clients, you need to inform them that they will video-recorded and observed. Students need to ensure that volunteer clients are not in crisis and they are not currently seeing another counselor. Students will provide the instructor with the names and availability of volunteer clients during the first weekend of class. A schedule will be developed at that time.

#### **Academic Policies and Information:**

**Academic Integrity:** You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar with the Code of Conduct, especially the section on the acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and /or university disciplinary procedures through the office of Student Rights and Responsibilities.

**Accommodations Statement:** Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Equity and Inclusion Statement:** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities.

The office of Student Rights & Responsibilities (located in Decker Hall) serves as a resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>.

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct).

## **Course Content:**

### **Weekend 1: July 19-21**

#### **I. Introduction to Counseling in the Schools**

- A. School-based Mental Health Services
- B. A Tiered Approach to delivering School-based Mental Health
- C. CBT as the Basis of Mental Health Service Delivery
- D. Ecological Considerations in School-based Mental Health Service Delivery
- E. Basic Attending Skills (Questions, Clarifying, Reflection of Feelings, Summarization, Integration)
- F. The Role of the Self in the Therapeutic Process
- G. Using Art, Games, and Toys to Build Rapport

#### **II. Establishing the Foundation**

- A. Initial intake
- B. Feedback and Treatment Planning
- C. Resistance
- D. Engaging Youth

#### **III. Applying CBT for Child and Adolescent Populations**

- A. Modular Approach to CBT
- B. Using Assessment Efficiently
- C. Psychoeducation
- D. Behavior Interventions
- E. Advanced Skills (Questions, Clarifying, Reflection of Feelings, Summarization, Integration)
- F. Advanced Facilitation Skills
- G. Integrating Theory

#### **Assigned readings:**

Palmitier, Chapters 1-8, Appendices A-F

Chorpita, B., & Daleiden, E., (2009) Mapping evidence-based Treatments for children and adolescents: Application of the distillation and matching model to 615 treatments from 322 randomized trials. *Journal of Consulting and Clinical Psychology*, 77, 566-579. doi: 10.1037/a0014565

#### **Activities:**

Orientation to the clinic, equipment, etc.  
Practicing informed consent  
Role plays  
Scheduling clients for the coming weekends

**Weeks 2/3/4: July 23-24, July 30-31, Aug 6-7**

**I. Advanced Topics in Counseling**

- A. Parent integration and Consultation
- B. Problem Solving
- C. Working with Diverse clients.
- D. Special populations
- E. Evaluating Your Efforts

**Assigned readings:**

Palmitier, Chapters 9-15

Jones, J. M. (2009). Counseling with multicultural intentionality: The process of counseling and integrating client cultural variables. In J. M. Jones (Ed.), *The psychology of multiculturalism in the schools: A primer for practice, training, and research* (pp. 191-214). Bethesda, MD: NASP. (uploaded on to Canvas)

**Activities:**

Seeing clients, writing notes, participating in observation and supervision  
Class time planned around sessions to cover topics

**Weekend 2: Aug 9-11 (I am at APA during this time so Lauren will cover class and we will likely meet for less than these designated hours)**

- I. Termination with Clients**
- II. Surprising events**
- III. Transitioning your practice to Schools**

**Assigned readings:**

Palmitier, Chapters 14-18

**Week 5: Aug 13-14**

**Activities:**

Review final sessions, finish all session notes, final supervision meeting, etc.