

**GEORGE MASON UNIVERSITY**  
**College of Education & Human Development**

**EDCD 606: Counseling Children and Adolescents**  
**Instructor: Carol J. Kaffenberger, Ph.D.**  
**Fall 2004**

Course Meets: Mondays, 4:30 – 7:10 p.m.  
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**Course Description**

EDCD 606: Counseling Children and Adolescents. *Prerequisite: EDCD 603, or permission of the instructor.* Presents theories, techniques, and strategies for working with children and adolescents and their families. Explores counseling issues related to this population. Provides practice of techniques and strategies with emphasis on supervised practice sessions.

**Course Objectives/Student Outcomes**

1. Gain increased knowledge of psychology and sociological issues affecting youth.
2. Understand the interrelationship of school and clinical counseling to contemporary problems of youth.
3. Gain an understanding of interventions strategies to effectively counsel youth.
4. Attain supervised practice and critique of counseling skills, with particular attention to multicultural counseling and strategies, with this population.
5. Acquire an awareness of the importance and development of prevention and intervention programs to address the problems of youth.
6. Understand the application of counseling strategies and prevention program development of school and community settings.

**Relationship to Course and Program Goals and Professional Organizations**

EDCD 606 provides the foundation in the knowledge base for the M.Ed. degree in Counseling and Development for students seeking that degree whether they enter the profession in a school, or community settings. This foundation is built upon with other courses culminating in an internship in an appropriate setting.

EDCD 606 focuses on advanced counseling skills and techniques. It is a core course within the School Counseling program. It builds on knowledge and skills learned in EDCD 603 and emphasizes counseling and understanding youth from a multidisciplinary framework inclusive of social, political, economic, familial and psychological factors that affect counseling with this population.

After taking both EDCD 603 and EDCD 606, students have studied and practiced the techniques of all of the major counseling treatment systems and their application to children and adolescents and diverse populations. They have a solid foundation for application in laboratory courses can begin to identify which theories of counseling are more suitable to their personal attributes and professional interests.

EDCD 606 fulfills the requirements of the following professional organizations:

- Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

**Professional Dispositions:**

**Professional Performance Criteria** (Effective February 25, 2003).

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:

[http://gse.gmu.edu/programs/counseling/professional\\_performance.htm](http://gse.gmu.edu/programs/counseling/professional_performance.htm)

**The Graduate School of Education (GSE) expects that all students abide by the following:**

Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**Required Reading:**

Vernon, A. (1999). *Counseling children and adolescents (2<sup>nd</sup> ed.)*. Denver, CO: Love Publishing Co.

Winslade, J. & Monk, G. (1999). *Narrative counseling in schools: Powerful & brief*. Thousand Oaks, CA: Corwin Press, Inc.

**Electronic Reserves (Required Reading):**

The following articles will be available on Electronic Reserves. Directions for accessing these articles will be provided in class.

Use the following link to search Electronic Reserves.

<http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi>

The password for accessing Electronic Reserves is:

Carlson, T. D. (1997). Using art in narrative therapy: Enhancing therapeutic possibilities.

*The American Journal of Family Therapy*, 25, 271-283.

Daigneault, S. D. (1999). Narrative means to Adlerian ends: An illustrated comparison of narrative therapy and Adlerian play therapy. *Journal of Individual Psychology*, 55, 298-315.

Erdman, P., & Lampe, R. (1996). Adapting basic skills to counsel children. *Journal of Counseling & Development*, 74, 374-377.

Liu, W. M., & Clay, D. L. (2002). Multicultural counseling competencies: Guidelines in working with children and adolescents. *Journal of Mental Health Counseling*, 24, 177-187.

Ungar, M. T. (2001). Constructing narratives of resilience with high-risk youth. *Journal of Systemic Therapies*, 20, 58-73.

Zimmerman, J. L., Beaudoin, M. (2002). Cats under the starts: A narrative story. *Child and Adolescent Mental Health*, 7, 31-40.

**Recommended Texts:**

Carlson, J. & Lewis, J. (2002). *Counseling the adolescent (4<sup>th</sup> ed)*. Denver, CO: Love Publishing Co.

**Recommended Reading:**

Murphy, J. J. (1997). *Solution-focused counseling in middle and high schools*. Alexandria, VA: American Counseling Association.

Sklare, G. B. (1997). *Brief counseling that works: A solution-focused approach for school counselors*. Thousand Oaks, CA: Corwin Press, Inc.

**Course Structure:**

Basic theoretical approaches to individual counseling will be discussed, analyzed and applied in this course. Students are responsible for reading assigned material in the theories text, and other supplemental material, prior to class, and should come to class prepared to actively participate in class discussion and activities. Class activities will include lecture, skill demonstrations, role-playing, small group work, experiential exercises, videos, and the analysis of tape-recorded counseling sessions. Students will be assigned to a small group and will be responsible for sharing information within the group and making a presentation concerning a topic to the class. During the lab sessions, students will have the opportunity to practice skills that are fundamental to effective counseling. Lab activities will focus primarily on practicing skills through role-plays in dyads and triads in which students will take a role. The instructor will critique role-plays and provide verbal and/or written feedback on skill development.

**Course Requirements:**

➤ **Active Participation & Technology Competence** is expected in all class activities. Students are expected to attend all classes and come to class prepared having completed all reading and written assignments. Students are expected to be able to use a computer, send and retrieve email, open attachments, access to the internet, participate in online discussions, and conduct a library search on line. All of the course documents will be available on Blackboard; students will need to log-on to Blackboard regularly. [10 points]

The following are the guidelines for accessing Blackboard:

- Enter the following URL into your browser. <http://blackboard.gmu.edu>

- Click on the **Login** button.
  - Enter your **Username** and **Password**. Your username is your GMU username. The Password will be given to you by your instructor. If you do not know your GMU Username go to any GMU computer lab for help.
  - A welcome message will appear. To the left of this page is, Tools.
  - Click on Personal Information. You can change your password and your email address.
  - To access the course click on the course name in the right hand column.
- **Professional Growth Opportunities** [5 points]. You are expected to participate in a professional growth opportunity during the semester. Here are examples of professional opportunities occurring during this semester:
- **VCA Conference, Roanoke, VA November 3-5, 2004**
- **Professional Library Assignment** [10 points]. Choose one of the following assignments:
- **Review and consider purchasing a book for your professional library.** Select a book concerning an aspect of counseling children and adolescents to add to your professional library. Write a one-page review of the book. Include purchasing information, summary of information and format of book, identify the audience for this book, and discuss its strengths and weakness. The format for the book review is available on Blackboard. Book reviews will be submitted by attachment to bhedden@gmu.edu who will place it on Blackboard.
  - **Review and consider purchasing a book for your professional library four books to be used with students (bibliotherapy).** Select two books appropriate for children K-3, and two more for children grades 4-8. The following information should be submitted for each book selected: title, author, publisher of the book, and a short synopsis (3-4 sentences), including a recommended audience or recommended use of the book. The format for the book review is available on Blackboard. Four one-half-page annotated bibliographies (two-page total) will be submitted by attachment to bhedden@gmu.edu who will place it on Blackboard.
- **Worldview Paper** [20 points]. Select a book of fiction in which a child or adolescent is the central character. Select a book involving a child who comes from a country or ethnicity that is unfamiliar to you. Write a paper briefly summarizing the story and clearly identifying the child's worldview. Speculate about how the environmental, cultural, familial, and experiential factors influenced the formation of his/her worldview. Find at least one professional journal article that is related to or supports the ideas that you present in your paper. Integrate the article(s) into your discussion of what influenced the development of the child's worldview. The body of the paper must not exceed 5 pages. APA 5<sup>th</sup> required (title page, abstract, running head, references). An evaluation rubric is available on Blackboard.
- **Group Presentation** [15 points]. Your triad will make a presentation on a current issue or topic related to counseling children and adolescents. The topic of your presentation should be related to a social justice issue impacting children and should address the systemic counseling responses to the issue. The presentation should be no longer than 30 minutes in length, include PowerPoint, handouts, interactive activities, and demonstration of counseling strategies suggested to address the issue. The topics will be assigned the 2<sup>nd</sup> night of class.
- **Counseling Sessions** [30 points]. You will conduct two counseling sessions. Each session should be 10 to 15 minutes in length; conducted with a youth child or adolescent ages 5 to 18. You will transcribe and reflect on your counseling skill strengths and weaknesses. An evaluation rubric is available on Blackboard for the second tape.

- The first session is for your own reference and should be completed by the fourth week of class. The session should be conducted with a student who presents you with a realistic problem related to youth. This tape will provide a natural look at your own style of counseling and will be used to set goals for growth. Select a ten-minute portion of the tape to transcribe. Label the skills you use (minimal encouragers, paraphrase, closed and open questions, empathy, summarization, probe, and /or challenge) and submit this transcription with your reaction paper (2 pages maximum) reflecting on your counseling skills, reaction to the challenges of counseling young people and learning goals for this course. [10 points].
  - The second tape should be conducted after the 9<sup>th</sup> class session. A transcription of the entire session, the audio or video-tape, and a two-page reflection comparing the first tape is due on the 13<sup>th</sup> class meeting. In this session you are expected to use a counseling theory, such as narrative or solution focused, to conduct the session. The transcription should be labeled to indicate evidence of the counseling theory and counseling skills used [20 points].
- **Final** will consist of an essay question and a case study. The essay and case study question will be available on Blackboard on November 29 and will be due on December 6, 2004. [15 points]

**Summary of Grading System & Course Requirements**

Attendance, Participation, Technology	5 points
Book Review	10 points
Worldview Paper	20 points
Counseling Assignments	
Self-Reflection (Tape 1)	10 points
Final Project (Tape 2)	20 points
Group Presentation	15 points
Professional Growth Opportunity	5 points
<u>Final</u>	<u>15 points</u>
<b>TOTAL:</b>	<b>100 points</b>

**ATTENDANCE**

Students are expected to attend all classes, to come on time and stay for the entire class. Students who miss all or part of more than two classes may not be able to complete the course.

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A	95-100 points
A-	90-94 points
B+	86-89 points
B	82-85 points
B-	79-81 points
C	78 points and below

## COURSE AGENDA

<b>Session/Date</b>	<b>Topic</b>	<b>Assignment</b>
Class 1 – August 30	Topic: Orientation & Introductions Worldview activity Syllabus	
Class 2 – September 6 – No Class – Labor Day		
Class 3 – September 13	Topic: Counseling children vs. counseling adults Review of developmental characteristics Skills: Review of basic skills Skill practice	Vernon – Chapters 1, 2,
Class 4 – September 20	Topic: Developmental characteristics, continued Overview of counseling interventions Skills: Tape #1 discussion with triad	<b>DUE:</b> Tape # 1 and Critique Vernon – Chapter 3 ER: Erdman & Lampe
Class 5 – September 27	Topic: Counseling the adolescent Theoretical approaches to counseling children Skills: Case study analysis	<b>DUE:</b> Professional Book Vernon – Chapter 1
Class 6 – October 4	Topic: Theoretical approaches – Solution-focused Skills: Solution-focused skills Case study analysis	Vernon – Chapters 5 & 6
Class 7 – October 12 – Class meets on Tuesday	Topic: Play therapy Culturally responsive counseling strategies Skills: Play therapy skills	Vernon – Chapter 4 ER: Lui & Clay Carlson
Class 8 – October 18	Topic: Narrative Counseling Skills: Narrative counseling skills	<b>DUE:</b> Bibliotherapy Selections Vernon - Chapter 8 Winslade - Chapters 1 & 3 ER: Daigneault

Class 9 - October 25

Topic: Group Counseling  
Skills: Conducting small group counseling

Vernon – Chapters 7, 9, & 11  
Winslade – Chapter 5  
ER: Zimmerman

Class 10 – November 1

Topic: Counseling children at risk  
Counseling in schools  
Skills: Preparing for second tape

**DUE:** Worldview Paper  
ER: Ungar

Class 11 – November 8

Topic: Counseling children in community settings  
Triad Presentations:

Class 12 – November 15

Topic: Working with families and parents  
Triad Presentations:

Class 13 – November 22

Topic: Debrief second tape  
Triad Presentations

**DUE:** Tape # 2 & Critique

Class 14 – November 29

Book project sharing  
Professional Growth Opportunity presentations  
Course evaluation

Class 15 – December 6 Wrap- up & Final

**DUE:** Case Study Final