

EDCD 606: Counseling Children and Adolescents

Instructor: Patti-Atkins Noel, M.Ed., LPC

Spring 2004

Course Meets: Wednesdays, 4:30-7:10 p.m. and 4:30-10:00 p.m./ Frederick County School Board Office
Phone: (W) (540)678-1868 (Redbud Run Elementary) or to leave a message
(540)665-1848
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Course Description

EDCD 606: Counseling Children and Adolescents. Prerequisite: EDCE 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 intervention 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 setting. This foundation is developed 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 EDCE 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 EDCE 603 and EDCE 606, students have studied and practiced the techniques of all of the major counseling treatment systems and their application to children and adolescents within diverse populations. They have a solid foundation for application in laboratory courses and 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 Professionals 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 that counselor education programs include the study of helping relationships.
- 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

Required Reading:

Vernon, A. (2004). *Counseling children and adolescents* (3rd ed). Denver, CO: Love Publishing Co.

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

Journal Articles (Required Reading):

The following articles will be provided in the first class session. Directions on responding to these articles will be discussed further in this syllabus.

Ballou, R. (2002). Adlerian-based responses for the mental health counselor to the challenging behaviors of teens. *Journal of Mental Health Counseling*, 24, 154-165.

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

Jackson, S. (2001). Using bibliotherapy with clients. *Journal of Mental Health Counseling*, 24, 289-297.

Kulik, K., Dagley, J., & Horne, A. (2001). Prevention groups with children and adolescents. *Journal for Specialists in Group Work*, 26, 211-218.

Markowitz, L. (1999). Teenagers speak their minds. *Psychotherapy Networker*, (September/October), 42-49.

McDonald, L., Billingham, S., Conrad, T., & Morgan, A. (1997). Families and schools together (FAST). Families in Society: *The Journal of Contemporary Human Services*, (March/ April), 140-155.

Resnikoff, R. (1981). Teaching family therapy: Ten key questions for understanding the family as patient. *Journal of Marital and Family Therapy*, (April), 135-142.

Simon, R. (1997). The Family: Mary Pipher urges us to put aside our cynicism and stop living virtual lives. *The Psychotherapy Networker*, (January/February), 24-33.

Snyder, C., Feldman, D., Shorey, H., & Reand, K. (2002). Hopeful choices: A school counselor's guide to hope theory, *Professional School Counseling*, 5, 1096-2409.

Sasson, Edgette, J. (1999). Getting real: Candor and connection with adolescents. *The Psychotherapy Networker*, (September/October), 36-56.

Taffel, R. (2003). Confronting the new anxiety: How therapists can help today's fearful kids. *The Psychotherapy Networker*, (November/December), 30-37.

Taffel, R. (1999). Discovering our children: The connection between anonymity and rage in today's kids. *The Psychotherapy Networker*, (September/October), 24-34.

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

Recommended Texts:

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

McClure, F. & Reyber, E. (2003). *Casebook in child and adolescent treatment: Cultural and familial contexts*. Pacific Grove, CA: Thomson, Brooks/Cole.

Landreth, G., (). *Play Therapy*.

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 and technique demonstrations, role-playing, small group work, experiential exercises, videos, and the review 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 current counseling issue 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:

1. **Active Participation and Technology Competence** (10 points) 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. All assignments will be due on time, and at the start of class. Students are expected to be able to use a computer, send and retrieve email, open attachments, access the internet and conduct a library search on line. Periodically there will be information available on <http://blackboard.gmu.edu>. Access to this site will be discussed in class. (5 points for having completed all in-class assignments and 5 points for all RWJ Journal responses.)
2. **Professional Growth Opportunities** (10 points). You will be expected to participate in one professional growth opportunity during the semester. The Virginia School Counselor Association will hold its annual convention in March. Other workshops and conferences will be announced throughout the semester.
3. **Professional Library Assignment/Book Review** (15 points). Choose from 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 two-page review of the book. Include purchasing information, summary of information and format of the book. Identify the audience for this book and discuss its strengths and weaknesses. The format for the book review is available on Blackboard.

Book reviews will be submitted to your instructor in hard copy and also submitted by attachment to bhedden@gmu.edu who will place it on Blackboard.

- Review and consider purchasing 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, and a short synopsis (1-2 paragraphs), including a recommended audience or recommended use of the book. The format for the book review is available on Blackboard. Book reviews will be submitted in hard copy to your instructor. Four, one-half page annotated bibliographies (two page total) will be submitted by attachment to bhedden@gmu.edu who will place it on Blackboard.
4. **Reading/Writing Journal (RWJ)** (10 points): Students will keep a 3-ring binder, which will be used for various experiential activities and responses to journal articles read. At the end of the semester, these will be due to the professor for review. Reading/writing journals will be graded solely on completion of assigned writings and sincerity of responses. Journals may be used at any point during this semester, to record students' thoughts and feelings. These will be kept strictly confidential.
 5. **Group Presentation** (15 points): Your triad will make a presentation on a current issue or topic related to counseling children and adolescents. The presentation will be 30 minutes in length and may include PowerPoint or other audiovisual aid. It should provide a handout, interactive activity, and should demonstrate counseling strategies suggested to address the issue. Creativity in presentation is encouraged. Topics will be assigned the first night of class.
 6. **Counseling Sessions** (25 points): You will conduct two counseling sessions. Each session should be 10 to 15 minutes in length; conducted with a youth client. You will transcribe and reflect on your counseling skill strengths and weaknesses. An evaluation rubric is available for the second tape.
 - The first session is for your own reference and should be completed by the second week of class. The session should be conducted with a student or subject who presents you with a realistic problem related to youth. Select a ten-minute portion of the tape to transcribe for your own reference. This tape will provide you with a natural look at your own style of counseling prior to the training in the course. A short reaction paper will be due at the third class meeting assessing your helping skills and abilities (10 points).
 - The second tape should be conducted in early April. A transcription of the tape and a two-page self critique and comparison to the first tape is due on April 28th. (15 points).
 7. **Final** will be conducted during the last class and will include an essay question, a case study and short answer, multiple choice questions. The essay and case study question will be distributed on April 28th and will be due on May 5, 2004. (15 points)

Summary of Grading System and Course Requirements

Attendance, Participation , Technology	10 points
Book Review	15 points
Reading/Writing Journal	10 points
Counseling Assignments	
Self-Reflection Tape (Tape 1)	10 points
Final Project Tape (Tape 2)	15 points
Group Presentation	15 points

Professional Growth Activity	10 points
Final	15 points
Total= 100 points	

Honor Code:

To promote a sense of mutual responsibility, respect, trust and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university catalog or Website at www.gmu.edu.

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.

Course Adaptations or Accommodations:

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA, a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability, it must be established with the faculty in writing at the beginning of the semester. If any student has a disability that necessitates special adaptations or accommodations, please inform the instructor as soon as possible so arrangements can be made. Please also call the Disability Resource Center (703-993-2474).

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

A	95-100 points
A-	90-94 points
B+	85-89 points
B	80-84 points
C	79 points and below

Course Agenda

<i>Date</i>	<i>Topics</i>	<i>Assignments</i>
<i>1/21</i>	<ul style="list-style-type: none"> • Introductions/Orientation/Group Counseling Activity • Syllabus review • Triad formation and presentation topics- • Developmental considerations: Early and middle childhood, early adolescence and mid-adolescence 	
<i>1/28</i>	<ul style="list-style-type: none"> • Group/Individual Counseling Activity • Differences between counseling children and adults • The Counseling Process /Assessment • Presentation: Dr. Mary Polce-Lynch, Ph.D., (2002). <i>Boy Talk</i>. Oakland, CA: New Harbinger Pub. “Gender Issues in Counseling” 	<p>RWJ: Gender issues when you grew up</p> <p>Polce-Lynch: Chapters 7-8</p> <p>Vernon: Ch. 1-2</p>
<i>2/11</i>	<ul style="list-style-type: none"> • Group/ Individual Counseling Activity • Counseling the Individual/ Creative Intervention • Play Therapy/Themes/Metaphors • Video of PT Session <p>Skills: Review of basic skills/ active listening and reflection in triads/Critique and discussion of counseling tape in triad</p>	<p>Vernon Ch. 3-4</p> <p>Journals: Jackson/RWJ, Daigneault/RWJ</p> <p>RWJ Write a brief overview of your play experiences as a child</p> <p>Due: Tape #1 and critique</p>
<i>2/25</i>	<ul style="list-style-type: none"> • Individual/ Group Counseling Activity • Cognitive Therapies • Counseling the Teenager: Current Issues Specific to this population • Presentation: Ms. Adelaide Turnbull, LCSW, “Using Art Therapy in the Counseling Process” <p>Skills: Case Study Analysis/Using RET in diads</p>	<p>Vernon Ch. 5-6</p> <p>Journals: Taffel (1999)/RWJ, Taffel (2003)/RWJ, Edgette/RWJ Markowitz/RWJ</p>

<p><i>3/10</i></p>	<ul style="list-style-type: none"> • Narrative Therapy • Counseling Children with special needs (video and discussion) • Triad Presentation: Developmental Disorders of Childhood <p>Skills: Sharing bibliotherapy and professional book selections/ Case study: RWJ/ Diads: Practice Narrative Techniques</p>	<p>Vernon: Ch. 7, 9</p> <p>Winslade: Ch. 1-3</p> <p>Journals: Snyder et. al/ RWJ Zimmerman et. al/ RWJ</p>
<p><i>3/17</i></p>	<p>VSCA Conference – 10 points (or other approved conference)</p>	
<p><i>3/31</i></p>	<ul style="list-style-type: none"> • Culturally responsive strategies • Continue discussion of counseling children with special needs • Small Group Counseling • Triad presentations: <ol style="list-style-type: none"> 1. Boys: Depression and Aggression 2. Girls and Aggression 	<p>Vernon: Ch. 8 and 11</p> <p>Winslade: Ch. 4</p> <p>Journals: Kulic, et.al/ RWJ</p>
<p><i>4/7</i></p>	<p>Spring Break</p>	
<p><i>4/14</i></p>	<ul style="list-style-type: none"> • Counseling children and adolescents at risk • School counseling vs. community counseling • Working with parents • Triad presentations: <ol style="list-style-type: none"> 1. Changing Families 2. Loss and Grief Issues 	<p>Vernon: Ch. 13</p> <p>Winslade: Ch. 5</p> <p>Journal: McDonald, et.al/ RWJ</p>
<p><i>4/28</i></p>	<ul style="list-style-type: none"> • Working with Families • Review for Final • Triad presentation: Conflict Resolution 	<p>Due: Tape #2 and Critique</p> <p>RWJ Due</p> <p>Journals: Resinoff/ RWJ Simon/ RWJ</p> <p>Take-home essay and case study distributed</p>
<p><i>5/5</i></p>	<p>Final Exam</p>	<p>Due: Essay and case study review</p>

