

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

**EDCD 606: Counseling Children and Adolescents (4 credits)**  
**Instructor: Carol J. Kaffenberger, Ph.D.**  
**Spring 2010**

Course Meets: Wednesdays 4:30 – 8:30 p.m.  
Office Phone: (703) 993-3161  
E-mail: [ckaffenb@gmu.edu](mailto:ckaffenb@gmu.edu)  
Office: Robinson A333  
Office hours: Mondays & Wednesdays 3-4 p.m. by appointment only

**Course Description**

EDCD 606: Counseling Children and Adolescents. *Prerequisite: Admission to the program, EDCD 603, or permission of the instructor.* Presents theories, techniques and counseling issues relevant to children and adolescents. Counseling lab provides practice with an emphasis on process and culturally competent counseling strategies.

**Course Objectives/Student Outcomes**

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

**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.5: Helping relationships: An understanding of counseling process in a multicultural society.
- 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 College of Education & Human Development 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.

### **Honor Code**

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.

### **Responsible Use of Computers**

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.

### **Disabilities Resource Center**

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:**

Gil, E., & Drewes, A. A. (2006). *Cultural issues in play therapy*. New York: Guilford Press.

Gilchrist-Banks, S. (2009). *Choice theory*. Alexandria, VA: American School Counselor Association.

Ungar, M. (2006). *Strengths-based counseling*. Thousand Oaks, CA: Corwin Press.

Winslade, J. & Monk, G. (2007). *Narrative counseling in schools: Powerful & brief*. Thousand Oaks,

CA: Corwin Press, Inc.

Kaffenberger, C. Seligman, L. (2007). Helping students with mental and emotional disorders. In B. T. Erford (ed.). *Transforming the school counseling profession* (2<sup>nd</sup> ed.), pp. 351-383. (available on Blackboard).

**Recommended Reading:**

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

Murphy, J. J. (2006). *Solution-focused counseling school counseling*. Alexandria, VA: American Counseling Association.

Vernon, A. (2007). *Counseling children and adolescents*. Denver, CO: Love Publishing.

**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: **talk**

Dixon, A. L., & Tucker, C. (2008). Every student matters: Enhancing strengths-based school counseling through the application of mattering. *Professional School Counseling, 12*, 123-126.

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.

Ponterotto, J. G., Mendelopwitz, D. E., & Collabollta, E. A. (2008). Promoting multicultural personality development: A strengths-based, positive psychology worldview for schools. *Professional School Counseling, 12*, 93-99.

Saleebey, D. (2008). Commentary on the strengths perspective and potential applications in school counseling. *Professional School Counseling, 12*, pp. 68-75.

Van Velsor, P. (2004). Revisiting basic counseling skills with children. *Journal of Counseling & Development, 82*, 313-318.

**Required Readings on Blackboard:**

You are expected to read the following articles which will be available on Blackboard; or *Professional School Counseling*, 12; or American School Counseling Association website – Publications (for members) [www.schoolcounselor.org](http://www.schoolcounselor.org)

Clark, M. A., Flower, K., Walton, J., & Oakley, E. (2008). Tackling male underachievement: Enhancing a strengths-based learning environment for middle school boys. *Professional School Counseling*, 12, 127-132.

Day-Vines, N. L., & Terriquez, V. (2008). Strengths-based approach to promoting prosocial behavior among African American and Latino students. *Professional School Counseling*, 12, 170-175.

Galassi, J. P., Griffin, D., & Akos, P. (2008). Strengths-based school counseling and the ASCA National Model. *Professional School Counseling*, 12, 176-182.

Masten, A. S., Herbers, J. E., Cutuli, J. J., & Lafavor, T. L. (2008). Promoting competence and resilience in the school context. *Professional School Counseling*, 12, 76-84.

### **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:**

- **Attendance, Active Participation & Technology Competence** is expected in all class activities **[15 points]**.
  - Students are expected to attend all classes and come to class prepared having completed all reading and written assignments. Students are expected to actively participate in all classroom discussions and activities. A rubric for attendance and participation are on Blackboard. **[7 point]**
  - **Online discussions of readings and case studies will be held and students are expected to participate in all online discussions and to post responses in a timely manner. [8 points]**
  - Students must have their own audio recording equipment. Digital recorders are recommended. Students are expected to be able to use a computer, send and retrieve email, open attachments, access to the internet, participate in online discussions, use Blackboard, and conduct a library search on line.
  - Students should check Blackboard and their GMU email for course updates on a daily basis. All course documents will be available on Blackboard. Email messages sent using Blackboard need to be forwarded to your GMU email.

- **Professional Growth Opportunities** You are expected to attend a daytime school visit to **Mountain View Alternative School (from 8:45 a.m. to 11:15 a.m. on Monday March 15)**. You will be asked to respond to an online discussion concerning your reaction to the Mountain View visit.
- **Worldview Paper** 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 different from your own. Write a paper briefly summarizing the story and clearly identifying aspects of 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 counseling issues presented in your paper. Integrate the article(s) into your discussion of what influenced the development of the child's worldview, compare or contrast the character's world view to your own, identify a counseling issue, how these experiences may affect the character's adult worldview, and offer counseling strategies you might use to address the issue. The body of the paper must not exceed 5 pages. APA 6<sup>th</sup> required (title page, abstract, running head, references). Guidelines for this paper and an evaluation rubric are attached to this syllabus and are available on Blackboard. See course agenda for due date.
- **Student-directed Learning Activities.** You will complete three of the activities from the following menu of self-directed learning activities. **Activity #1 is a group assignment; and #2 is completed individually.** Guidelines and an evaluation rubric are available on Blackboard:
  1. **Focus on a Counseling Issue.** Working in your group, develop a handout concerning an issue impacting children and adolescents. The handout is meant to provide an overview of this topic. The handout should contain the following components: overview of the issue (3-4 professional references; relevant counseling strategies or counseling responses; reading resource list, web resources, or helping organizations. This handout is meant to be an overview of an issue. Use creative formatting (e.g., tri-fold, one-page double sided, graphic designs etc.; APA not necessary except for citations). Groups will briefly (15-20 minutes) present the issue to the class, and will provide copies of the handout to classmates [10 points]. Presentation sign-up will be available on the 2<sup>nd</sup> class meeting.
  2. **Current Issues Impacting Children and Adolescents.** Collect and read five articles from the newspaper, Internet, magazines, or popular press, which report current issues impacting children and adolescents. Write-up: In 1-2 page reflection discuss how the issues you read about relate to or are relevant to school counselors; what you think the school counselor's response to these issues should be? You will be expected to discuss the information you have gathered as part of class discussion on current topics and turn in the reflection with articles attached on the Current Issues discussion class [5 points].
- **Counseling Sessions [40 points]. The final counseling session is the performance based assignment for this course.** You will conduct and audio or video-record four counseling sessions. Each session should be 10 to 20 minutes in length. The first session will be conducted with an adult (counseling student peer) and three will be conducted with a child or adolescent volunteer client ages 5 to 17. (Parent permission will be required.) You will transcribe and reflect on your counseling skill strengths and weaknesses on all four

sessions. Parent permission forms, skill feedback forms, and an evaluation rubric for the fourth session are available on Blackboard.

- The first session will be conducted with a peer and will be conducted in class on the second class meeting. The purpose of the first session is to provide a review of your basic counseling skills and reflect on the kind of counseling you will be doing with parents, and adults in the school and home environment. You will transcribe a 10 minute portion of this session, label your skills (minimal encouragers, paraphrase, closed and open questions, empathy, summarization, probe, and /or challenge), and identify the issues that come up for you as you counseled the volunteer client using a format provided. In addition you will submit a 1-2 page reflection that summarizes your experience and identifies goals for future growth. A Counseling Skills Transcript & Reflection form is provided on Blackboard as well as a grading rubric. The transcription and reflection will be due on third class meeting [7 points].
  - The second session will be conducted with a child or adolescent volunteer client ages 5 to 17. The purpose of the second counseling session is to provide a natural look at your own style of counseling with a child, and will be used to set goals for growth. You will transcribe a minimum 10 minute portion of this session (although you are encouraged to transcribe the entire session), label your skills (minimal encouragers, paraphrase, closed and open questions, empathy, summarization, probe, and /or challenge), and identify the issues that come up for you as you counseled the volunteer client using a format provided honestly reflecting on your counseling skills, reaction to the personal challenges of counseling young people and cultural differences. Identify specific learning goals and areas for growth. A Counseling Skills Transcript & Reflection form is provided on Blackboard as well as a grading rubric. See course agenda for due date for the transcription, reflection, and a copy of the parent permission form [8 points].
  - The third session will be instructor and peer reviewed orally and in writing. You will bring this session to class and provide a session overview (form to be provided). After you receive feedback from peer and instructor you will write a reflection on this session that will include a discussion of strengths and weakness and tentative goals for the final session. [5 points].
  - The fourth counseling session should be conducted after the 11<sup>th</sup> class session. A transcription of the entire session, the audio or video-tape, and a maximum 3-page reflection identifying specific strengths and weaknesses, areas for growth, the counseling theory used, and a discussion of the challenges you faced counseling this client is due on the 13<sup>th</sup> class meeting. In this session you are expected to use a counseling theory, such as narrative, solution focused, or play to conduct the session. The transcription should be labeled to indicate evidence of the counseling theory and counseling skills used using the Counseling Skills Transcript & Reflection form. The transcription, reflection, and a copy of the parent permission form will be due on 13th class meeting. This course requirement is the performance-based assessment activity for this course and is described in 2009 CACREP Standards for School Counseling: Counseling, Prevention and Intervention C.1, C.3, D.1, D.3; and Assessment. G.1. [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 the next to last class meeting and will be due on the last class meeting. [10 points]

**Summary of Grading System & Course Requirements**

Attendance, Participation, Technology, Blackboard Online Discussions	15 points
Self-directed Learning Activities:	
Current Issues	5 points
Focus on an Issue	10 points
Worldview Paper	20 points
Counseling Session:	
Peer Counseling (Tape 1)	7 points
Self-Reflection (Tape 2)	8 points
Peer-reviewed Session (Tape 3)	5 points
Final Project (Tape 4)	20 points
<u>Final</u>	<u>10 points</u>
TOTAL:	100 points

**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 two classes or more will not be able to complete the course. An attendance and participation rubric is available on Blackboard.

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

A	96-100 points
A-	91-95 points
B+	86-90 points
B	80-85 points
C	79 points and below

### Course Agenda

Session/Date	Topic	Assignment
<b>Week 1: Jan 20</b>	<p><b>Topic:</b> Orientation &amp; Introductions Worldview activity Syllabus</p> <p><b>Skills:</b> Review of basic skills</p>	
<b>Week 2: Jan 27</b>	<p><b>Topics:</b> Counseling children – how is it different? Developmental characteristics Culturally responsive counseling skills Strength-based perspective on counseling children</p> <p><b>Skills:</b> Practice basic skills with peer counseling student</p>	<p><b>DUE:</b> <b>Bring audio recording equipment to class</b></p> <p><b>Readings:</b> <b>Texts:</b> Gil 1; Ungar 1-2 (Optional): Vernon 1,2, 8 <b>Blackboard:</b> Seeleby; Ponterotto et al. <b>ER:</b> Lui &amp; Clay</p>
<b>Week 3: Feb 3</b>	<p><b>Topic:</b> Review of counseling theories &amp; interventions Counseling skills with children and adolescents</p> <p><b>Skills:</b> Practice basic skills Feedback and review of session #1</p>	<p><b>DUE: Counseling Session # 1 &amp; Reflection</b></p> <p><b>Readings:</b> <b>Texts:</b> Winslade 1-3 (Optional): Vernon <b>ER:</b> Erdman &amp; Lampe; Van Velsor</p>
<b>Week 4: Feb 10</b>	<p><b>Topic:</b> Review of counseling theories &amp; interventions, Narrative Counseling</p>	<p><b>Readings:</b> <b>Texts:</b> Winslade 4-5</p>
<b>Week 5: Feb 17</b>	<p><b>Topics:</b> Narrative Counseling Case study processing</p> <p><b>Skills:</b> Session #2 discussion with peers</p>	<p><b>DUE: Counseling Session #2 &amp; Reflection</b></p> <p><b>Readings:</b> <b>Texts:</b> Ungar 3-4</p>
<b>Week 6: Feb 24</b>	<p>Online Class Meeting: Resiliency Case Study, Ungar &amp; Article Discussions</p>	<p><b>Readings:</b> <b>Texts:</b> Ungar 5-8 <b>ER:</b> Clark et al.; Dixon &amp; Tucker; Masten et al.</p>
<b>Week 7: Mar 3</b>	<p><b>Topic:</b> Play Therapy</p> <p><b>Skills:</b> Review Session #2 feedback; prepare for Session #3</p>	<p><b>DUE: Worldview Paper</b> <b>Bring to class: a book for bibliotherapy and a toy</b></p> <p><b>Readings:</b> <b>Text:</b> Gil 2, 4, 5-8 as assigned (Optional): Vernon – 3 &amp; 4</p>



<p><b>Week 8: Mar 10</b></p>	<p><b>No Class – Spring Break</b></p>	
<p><b>Week 9: Mar 15 (Monday)</b></p>	<p><b>Visit to Mt. View Alternative School 9:00 a.m. to 11:15 a.m.</b> <i>Tentative: No Class on March 17</i></p>	
<p><b>Week 10: Mar 24</b></p>	<p><b>Topic:</b> Current Counseling Issues - Class Discussion</p> <p><b>Solution focused counseling</b></p> <p><b>Skills:</b> Preparing for the third session</p>	<p><b>DUE: Current Counseling Issues</b> <b>Readings:</b> <b>Text:</b> Ungar 5-8 (Optional): Vernon - 5 <b>Blackboard:</b> Day-Vines &amp; Terriquez; Galassi et al.</p>
<p><b>Week 11: Mar 31</b></p>	<p><b>Topic:</b> Using Theory to conduct a session Solution focused <b>Skills:</b> Bring Session #3 for peer review</p>	<p><b>DUE: Counseling Session #3</b> <b>Readings:</b> <b>Text:</b> Gilchrist-Banks</p>
<p><b>Week 12: Apr 7</b></p>	<p><b>Focus on an Issue Presentations</b> Case studies <b>Skills:</b> Session #3 discussion</p>	<p><b>DUE:</b> <b>Focus on an Issue Counseling Session #3 reflection</b></p>
<p><b>Week 13: Apr 14</b></p>	<p><b>Topics:</b> Counseling children with special needs Case Study application</p> <p><b>Skills:</b> Using theory to conduct a session</p>	<p><b>Readings:</b> <b>Blackboard:</b> Kaffenberger <b>Text:</b> (Optional): Vernon 11, 12, 14</p>
<p><b>Week 14: Apr 21</b></p>	<p><b>Topics:</b> Mental Disorders Working with parents <b>Skills:</b> Working with adults in the school setting</p>	<p><b>DUE: Final Counseling session #4 &amp; Reflection</b> <b>Readings:</b> <b>Blackboard:</b> Kaffenberger; <b>Text:</b> (Optional) Vernon Ch. 7</p>
<p><b>Week 15: Apr 28</b></p>	<p><b>Topics:</b> Sharing book selections; Closure Review and debriefing of final counseling session</p>	<p><b>Due:</b> <b>Final essay question and case study</b></p>

**Rubric for Class Attendance, Participation & Technology**

	Exceeds	Adequate	Emerging	Not Present
Attendance (4)	Attends all classes, arrives on time and stays for the entire class. (4)	Misses one full class; or comes late twice; and/or leaves early twice. (3)	Misses two full classes; or comes late 3 or more times; and/or leaves early three or more times (2)	Misses more than two classes and must withdraw from the course.
Class and Small Group Participation Behaviors (3)	Regularly asks/answers questions and/or makes observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. (3)	Occasionally asks/answers questions and/or makes observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. (2)	Rarely asks/answers questions or makes comments that indicate familiarity with topic, lecture, or assigned readings. (1)	Never asks/answers or makes comments that indicate familiarity with the topic, lecture, or assigned readings. (0)
Technology and Online Discussion (8)	Demonstrates competence in use of technology as described in the syllabus; and actively participates in all online discussions and posts in a timely manner. (8)	Demonstrates lack of competence in use of technology as described in the syllabus; and/or does not consistently participate in online discussions and/or does not post in a timely manner. (7-5)	Demonstrates lack of competence in use of technology as described in the syllabus; and does not consistently participate in online discussions and/or does not post in a timely manner. (4-1)	Does not participate in online discussions. (0)

**Points: 15**

**EDCD 606: Counseling Children & Adolescents  
Student-directed Learning Activities Guidelines & Rubric**

According to the syllabus the requirements of each activity are described as follows:

➤ **Student-directed Learning Activities.** You will complete three of the activities from the following menu of self-directed learning activities. **Activity #1 is a group assignment; and #2 is completed individually.** Guidelines and an evaluation rubric are available on Blackboard:

1. **Focus on a Counseling Issue.** Working in your group, develop a handout concerning an issue impacting children and adolescents. The handout is meant to provide an overview of this topic. The handout should contain the following components: overview of the issue (3-4 professional references; relevant counseling strategies or counseling responses; reading resource list, web resources, or helping organizations. This handout is meant to be an overview of an issue. Use creative formatting (e.g., tri-fold, one-page double sided, graphic designs etc.; APA not necessary except for citations). Groups will briefly (5-10 minutes) present the issue to the class, and will provide copies of the handout to classmates [10 points]. Presentation sign-up will be available on the 2<sup>nd</sup> class meeting.
2. **Current Issues Impacting Children and Adolescents.** Collect and read five articles from the newspaper, Internet, magazines, or popular press, which report current issues impacting children and adolescents. Write-up: In 1-2 page reflection discuss how the issues you read about relate to or are relevant to school counselors; what you think the school counselor's response to these issue should be? You will be expected to discuss the information you have gathered as part of class discussion on current topics [5 points].

**EDCD 606: Counseling Children & Adolescents  
Self-Directed Activities Rubric**

Criteria	Exceeds	Adequate	Emerging	Not Present
Adheres to requirements of the assignment [25%]	Activity is completed according to the guidelines (state d above)	Activity fails to adhere to one of the previously described guidelines	Activity fails to adhere to two of the previously described guidelines	Activity fails to provide any of the previously described guidelines
Product provides relevant information [50%]	<input type="checkbox"/> Product provides relevant & accurate counseling information <input type="checkbox"/> Includes resources and/or supportive material. <input type="checkbox"/> Accurate citations	Product is missing one of the required components	Product is incomplete	Product fails to provide any of the previously described components
Quality of Activity [25%]	Activity includes: <input type="checkbox"/> APA <i>or</i> suggested format is followed <input type="checkbox"/> High face validity	Activity does not follow APA, the suggested format described <i>or</i> has low face validity		Activity fails to provide any of the previously described components

**Total Possible Points:**

## EDCD 606: Counseling Children and Adolescents

### Worldview Paper Guidelines & Rubric

#### The syllabus states:

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 different from your own. Write a paper briefly summarizing the story and clearly identifying aspects of 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 counseling issues presented in your paper. Integrate the article(s) into your discussion of what influenced the development of the child's worldview, compare or contrast the character's world view to your own, identify a counseling issue, how these experiences may affect the character's adult worldview, and offer counseling strategies you might use to address the issue. The body of the paper must not exceed 5 pages. APA 6<sup>th</sup> required (title page, abstract, running head, references). Turn paper into Blackboard's digital drop box (to be reviewed by Turnitin.com), and give a hard copy to the instructor.

#### Guidelines:

- The body of the paper must not exceed 5 pages.
- Use APA 6<sup>th</sup> including title page, abstract, running head, reference page, etc.
- Find at least one professional journal article that relates 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.
- Briefly summarize the story in; one paragraph.
- Your discussion should include:
  - A description of the central character's worldview.
  - A discussion of how the central character's worldview developed, including some of the factors that influenced the development of his or her worldview.
  - Compare or contrast as aspect of the character's worldview to your own worldview.
  - Describe at least one counseling issue that this character's situation suggests and offer specific counseling strategies that could be used to address the issue?
- A grading rubric is attached.

EDCD 606: Counseling Children & Adolescents  
World View Paper Rubric

Criteria	Exceeds	Adequate	Emerging	Not Present
Adheres to requirements of the assignment	(2) Requirements: <ul style="list-style-type: none"> <li><input type="checkbox"/> Select appropriate book choosing a culture other than your own</li> <li><input type="checkbox"/> Summarize story briefly</li> <li><input type="checkbox"/> Discussion &amp; reflection on development of worldview</li> <li><input type="checkbox"/> Contrast your own worldview to that of the character's</li> <li><input type="checkbox"/> Counseling implications</li> <li><input type="checkbox"/> Use min. 1 reference</li> <li><input type="checkbox"/> Paper length: 5 pages</li> <li><input type="checkbox"/> Adhere to APA 6th</li> </ul>	(1) Failure to adhere to one of the previously described requirements	(.5) Failure to adhere to two or more of the previously described requirements	(0) Failure to adhere to any of the previously described requirements
Writing	(2) Writing reflects the following guidelines: <ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal spelling and grammatical errors</li> <li><input type="checkbox"/> Clarity of expression</li> </ul> Paper organization includes introduction conclusion, and proper use of paragraphs.	(1) Writing does not follow the guidelines: <ul style="list-style-type: none"> <li><input type="checkbox"/> A few spelling and grammatical errors</li> <li><input type="checkbox"/> Lacks clarity of expression</li> <li><input type="checkbox"/> Some organizational errors</li> </ul>	(.5) Writing fails to following previous guidelines: <ul style="list-style-type: none"> <li><input type="checkbox"/> Many spelling and grammatical errors, and/or</li> <li><input type="checkbox"/> Lacks clarity and/or</li> <li><input type="checkbox"/> Is not organized</li> </ul>	(0) Writing fails to following previous guidelines: <ul style="list-style-type: none"> <li><input type="checkbox"/> Many spelling and grammatical errors</li> <li><input type="checkbox"/> Lacks clarity</li> <li><input type="checkbox"/> Is not organized</li> </ul>
APA 5th	(2) Follows APA 6 <sup>th</sup> with 0-1 types of errors	(1) Follows APA 6 <sup>th</sup> with 2-3 types of errors	(.5) Follows APA 6 <sup>th</sup> with 4-5 types of errors	(0) Makes more than 5 types of APA 6 <sup>th</sup> errors
Discussion & reflection on development of worldview and impact on adulthood	(9) Paper discussion includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> A theory of the development of a worldview</li> <li><input type="checkbox"/> Support and analysis for the theory</li> <li><input type="checkbox"/> Contrast your own worldview to that of the characters'</li> <li><input type="checkbox"/> The impact of childhood experiences on adulthood is explored.</li> </ul>	(7) One of the previously described requirements is missing or inadequate	(5) Two of the previously described requirements is missing or inadequate	(0) None of the previously described requirements are present
Counseling Implications	(5) The counseling implications for children and adolescents are presented and supported by at least one referenced article and a discussion of specific counseling strategies & implications.	(3) The counseling strategies & implications are not clearly presented <i>or</i> supported	(2) The counseling strategies & implications are not presented <i>or</i> supported	(0) The counseling strategies & implications are not presented <i>and not</i> supported

Total Possible Points: 20

**EDCD 606: Counseling Children & Adolescents**

**Rubric for Counseling Sessions #1 (7points) and #2 (8 points]**

	<b>Exceeds</b>	<b>Adequate</b>	<b>Emerging</b>	<b>Not Present</b>
<b>Adherence to Assignment (2)</b>	Requirements of assignment met: <ul style="list-style-type: none"> <li>• Transcription, min. 10 min</li> <li>• Skills identified</li> <li>• Reflection of session on transcript</li> <li>• 1-2 page reflection of session (2)</li> </ul>	One of the previously described requirements missing (1)	Two of the previously described requirements missing (.5)	None of the previously described requirements missing (0)
<b>Counseling Skills Used &amp; Identified (2.5)</b>	<ul style="list-style-type: none"> <li>• Counseling skills (e.g. questions, minimal encourages, empathy) are used and identified</li> <li>• Counselor reflection included on transcript</li> <li>• Session is structured with an opening (including confidentiality statement, purpose of sessions etc) and a closing. (2.5)</li> </ul>	One of the previously described requirements missing (1.5)	Two of the previously described requirements missing (1)	None of the previously described requirements missing (0)
<b>Reflection (3)</b>	Counseling session reflection includes: <ul style="list-style-type: none"> <li>• Summary of session</li> <li>• Issues that emerged for you during the session</li> <li>• Strengths and goals for growth (3)</li> </ul>	One of the previously described requirements missing (2)	Two of the previously described requirements missing (1)	None of the previously described requirements missing (0)

## EDCD 606: Counseling Children & Adolescents

### Assignment Guidelines:

The fourth counseling session should be conducted after the 11<sup>th</sup> class session. A transcription of the entire session, the audio or video-tape, and a maximum 3-page reflection identifying specific strengths and weaknesses, areas for growth, the counseling theory used, and a discussion of the challenges you faced counseling this client is due on the 13<sup>th</sup> class meeting. In this session you are expected to use a counseling theory, such as narrative, solution focused, or play to conduct the session. The transcription should be labeled to indicate evidence of the counseling theory and counseling skills used using the Counseling Skills Transcript & Reflection form. The transcription, reflection, and a copy of the parent permission form will be due on 13th class meeting. This course requirement is the performance-based assessment activity for this course and is described in 2009 CACREP Standards for School Counseling: Counseling, Prevention and Intervention C.1, C.3, D.1, D.3; and Assessment. G.1 [20 points].



### EDCD 606: Counseling Skills

Levels:					
Criteria:	Exceeds 4	Adequate 3	Emerging 2	Not Present 1	Score
<b>Demonstration of Counseling Skills</b> 40%=8 points	Ten basic counseling skills are used effectively to allow a child or adolescent client to resolve an identified issue and apply strategies to other issues. Theory and multicultural skills are evident.	Eight of ten counseling skills are used to allow a child or adolescent client to identify and resolve an issue, with evidence of a counseling theory and multicultural skills.	Fewer than six of ten counseling skills are used to allow a child or adolescent client to identify an issue. Evidence of a counseling theory and multicultural skills are not present.	Fewer than three of ten counseling skills are used to help a child or adolescent client to identify an issue. Evidence of a counseling theory and multicultural skills are not present.	
<b>Counseling Session is Structured</b> 20%=4 points	Session is structured to include an opening, focus, and closing. Theory is used to structure the session; and the client is able to identify and address an issue.	Session is structured to include two of the following components: an opening, focus, and closing. Theory is used to structure the session; and the client is able to identify an issue.	Session is structured to include two of the following components: an opening, focus, and closing. Theory is not effectively used to structure the session; and the client is not able to identify an issue.	Session is not structured and theory is not effectively used to structure the session. The client is not able to identify an issue.	
<b>Analysis and Reflection</b> 30%=6 points	All session strengths and areas for growth are accurately identified. Specific goals for growth are present.	Most session strengths and areas for growth are accurately identified. Specific goals for growth are present.	Either session strengths or areas for growth are not accurately identified. Specific goals for growth are not clearly present.	Neither session strengths or areas for growth are identified, and goals for growth are not present.	
<b>Mechanics (transcription and skill identification)</b> 10%=2 points	Transcription is nearly error-free, and all 25 examples of skills are identified correctly.	Transcription has some errors and only 22 of 25 examples of skills are identified correctly.	Transcription has many errors and only 15 of 25 examples of skills are identified correctly.	Transcription is inaccurate and skills are not identified	

Total points for this assignment are 20

EDCD 606  
Kaffenberger