

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

**EDCD 606 (001): Counseling Children and Adolescents**  
**4 credit hours**  
Fall 2011

**Instructor:** Joseph M. Williams, PhD  
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**Class Location:** Krug Hall 107  
**Class Meeting:** Thursdays 4:30P-8:30P

**Office:** Krug 202C  
**Office Hours:** by appointment  
**Telephone:** (703) 993-5343

**Course Description**

*Prerequisite(s): Admission to CNDV program, and successful completion of EDCE 603: Counseling Theories and Practice*

This course presents theories, techniques, and counseling issues relevant to children and adolescents. It focuses on advanced counseling skills and techniques and builds on the knowledge and skills learned in EDCE 603. Children and adolescents are viewed from an ecological perspective which recognizes the important role that various systems (family, school, community, culture, and broader society) have upon their development and their related implications for counseling. Counseling labs provide practice with an emphasis on process and culturally competent counseling strategies.

**Student Outcomes**

At successful completion of this course, students should be able to:

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 intervention 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.

**Professional Competencies**

At the end of this course, students will fulfill the requirements of the following professional organizations:

1. Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
2. Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
3. 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.

4. American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

### **Course Materials and Assignments**

This course is taught through a combination of lectures, class discussions, small group discussions, group presentations, assigned readings, experiential exercises, research, multi-media presentations, guest speakers, and counseling labs to advance and evaluate students' knowledge and skills.

### **Required Text**

Vernon, A. (2009). *Counseling Children and Adolescents*. Denver, CO: Love Publishing.

\*Additional readings are available on the course's Blackboard page.

### **Recommended Reading (Optional)**

Carlson, J., & Lewis, J. (Eds.). (2007). *Counseling the adolescent: Individual, family, and school interventions* (5th ed.). Denver, CO: Love Publishing Company.

American Psychological Association. (2011). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, DC: Author.

Or

The University of Purdue, online APA formatting and style guide. Retrieved from:  
(<http://owl.english.purdue.edu/owl/resource/560/01/>)

### **Assignments**

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA 6<sup>th</sup> edition format, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue. Assignments are considered late after 15 minutes of the class session in which they are due. When you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignment should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

### **Class Attendance and Participation (10 points)**

Students are expected to attend all schedule classes and will be assessed by their preparedness for class and involvement in class discussions and activities. It is expected that you will have done the readings prior to the class and are prepared to participate in the class discussions. Much of your learning will take place as a result of your interactions and participation in class. As a graduate student, you are expected to attend class, arrive on time and stay for the entire class period. One unexcused absence will automatically lower the semester grade. Two unexcused absences will result in failing the class. Excused absences can only be arranged with instructor on a case by case

basis. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade. If you must miss a class or arrive late, please call and notify the professor before the class meeting. A rubric will be provided in class.

Students must have their own audio/digital 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. In addition, 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.

For more information on checking-out audio/digital recording equipment, please visit STAR-Multimedia ([http://doit.gmu.edu/staffSection.asp?page=video\\_checkout](http://doit.gmu.edu/staffSection.asp?page=video_checkout)) or call (703) 993-8990. The STAR lab is located on the second floor of the Johnson Center, Room 229.

### **Cross-Cultural Interview Project (15 points)**

Students will write a 10 page paper from the results of an interview with an adolescent who is from a different culture, race, ethnicity, sexual orientation, socioeconomic status, religion, etc. from your own. This will involve at least one to two sessions. I want you to really get to know them and their culture. You may give the person a list of questions before you meet with them. You could choose one of the groups that you find difficult to work with and explore this area further to enhance your ability to work with a new situation or population. If you choose a religious difference it should involve a difference in belief system. It should not be someone in this class. Please clear this with me if you are in question. An interview guide is provided on Blackboard and provides suggestions for interview questions. Please read appropriate material regarding the culture of the person prior to the interview. The paper must follow APA 6<sup>th</sup> edition guidelines.

### **Social Justice-Photovoice Project (20 points)**

Together with a group of 4-5, you will design and implement a photovoice project focused on the theme of Counselors for Social Change. This project will involve your traveling at least once to a select location, taking photographs based on a photo-voice protocol, documenting and creating caption/ text for each photograph, and assembling select photos into a group photo-voice format. Each student will present their part of the photo-voice project to the class and write a 3-5 page reflection paper. The products will be sent to administrators, policy and law makers, etc., identified by the group. A rubric and detail description of the project will be available on Blackboard. For more information on photovoice, please visit [www.photovoice.org](http://www.photovoice.org).

This assignment involves:

1. Conceptualize the problem.
2. Devise initial themes for taking pictures
3. Define broader goals and objectives
4. Take pictures
5. Facilitate group discussion
6. Engage in critical reflection and dialogue
7. Select photographs for presentation
8. Context and storytelling
9. Prepare photos and captions for presentation
10. Identify policy makers, donors, media, researchers, and others who may be mobilized to create change—in order to send the project too.

**Poster Board Research Presentation (5 points)**

Students will develop a poster board presentation focusing on an issue impacting children and adolescents. The poster board presentation should contain: an overview of the issue, how it affects children or adolescent academic, personal/social, and career development, implications for counselors in school and/or community settings, and possible solutions/interventions. Student will briefly (25-30 minutes) present the issue to the class via electronic or via tri-fold in the Johnson Center. Presentation sign-up will be available on the 1<sup>st</sup> class meeting.

**Counseling sessions (40 points)**

Students will 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 (peer counseling student) and three will be conducted with a child or adolescent volunteer between the 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 case conceptualization forms will be provided in class. Students should be descriptive, thoughtful, and comprehensive in their assessments and reflections. Students will be evaluated based on appropriate use of multiple counseling skills, case conceptualization, reflection of strengths and weakness, accuracy of transcripts, etc. Rubrics will be provided in class.

- A. 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, family, and community environment. You will transcribe a 5 minute portion of this session, label your skills (minimal encouragers, paraphrase, closed and open questions, empathy, summarization, probe, and/or challenge), their effect of the client, and any issues that come up for you as the counselor. A rubric will be provided in class. The transcription and reflection are due along with the first counseling session. **(8 points)**
- B. 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 7 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), their effect of the client identify, and any issues that come up for you as the counselor **(8 points)**
- C. The third session will be instructor and peer reviewed orally and in writing. You will bring this session to class and provide a case conceptualization. After you receive feedback from peer and instructor you will revise your reflection on this session, including a discussion of strengths and weakness and tentative goals for the final session. You will transcribe a minimum 7 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), their effect of the client identify, and any issues that come up for you as the counselor **(11 points)**
- D. 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 is due on the 14<sup>th</sup> class

meeting. In this session you are expected to use a counseling theory and advanced skills/techniques to conduct the session. Also, students should conduct an interview with the after the final session to obtain any feedback about their opinion of the counselor (strengths and weakness), counseling process, etc. **(13 points)**

### **Final Examination (10 points)**

The final examination will consist of an essay question and a case study. The essay and case study question will be provided in class on the next to last class meeting and will be due on the last class meeting.

### **Grades**

George Mason University policies prohibit instructors from issuing a grade of A+. The following grading scale will be used for this course:

A	97—100
A-	94—96
B+	91—93
B	87—90
B-	84—86
C	80—83
F	0—79

### **Course Requirements and Evaluation**

<b>Assignments</b>	<b>Points</b>	<b>Due Dates</b>
Class Attendance and Participation	10	Evaluation throughout semester
Cross-Cultural Interview Project	15	March 22, 2012
Social Justice-Photovoice Project	20	May 3, 2012
Counseling sessions	40	Counseling Session # 1: Feb. 9th Counseling Session # 2: Mar. 1st Counseling Session # 3: Apr. 5th Counseling Session # 4: Apr. 26 <sup>th</sup>
Poster Board Research Presentation	5	March 8, 2012
Final Exam	10	May 10, 2012
<b>Total Points Possible</b>	<b>100</b>	

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301qe.html>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].
- Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles

### **C&D Program Professional Performance Criteria (Effective February 25, 2003)**

The Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to specific Professional Performance Criteria. These

*Performance Criteria* are on the Counseling & Development program's homepage:  
<http://gse.gmu.edu/programs/counseling/resources>

### **Plagiarism**

The following two paragraphs are taken directly from GMU's website addressing plagiarism. Read them carefully to ensure thorough understanding of this issue. **NOTE:** Any form of plagiarism could be justification for dismissal from the Counseling & Development program. The full GMU Plagiarism Policy can be found at <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

### **Plagiarism Statement**

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

### **Plagiarism and the Internet**

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.  
([Virginia Montecino](#))

### **Attendance**

Students are expected to attend class, arrive on time and stay for the entire class period. Students with one or more unexcused absence will fail a class. Excused absences can only be arranged with instructor on a case by case basis. Finally, lateness to class can count towards someone's absence and/or participation grade.

### **Use of Technology**

Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing and meet with the instructor to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in your participation grade.

## EDCD 606 – Tentative Class Schedule

Week	Date	Topic(s)	Readings Due	Assignment(s) Due
1	January 26, 2012	<b>Topic:</b> Orientation & Introductions Syllabus  <b>Skills:</b> Review of basic skills		
2	February 2, 2012	<b>Topics:</b> Counseling children and adolescents  Development Perspective  <b>Skills:</b> Practice basic skills with peer counseling student	Vernon - Ch. 1 & 2  Week 2: Article Readings	Bring audio/digital recording equipment to class
3	February 9, 2012	<b>Topic:</b> Culturally responsive Counseling skills  <b>Skills:</b> Practice basic skills  Feedback and review of session #1	Vernon- Ch. 8  Week 3: Article Readings	Counseling Session # 1
4	February 16, 2012	<b>Topic:</b> Play Therapy	Vernon: Ch. 3 & 4 Week 4: Article Readings	
5	February 23, 2012	Topics: Brief Counseling & Solution-Focused Counseling	Vernon: Ch. 5 Week 5: Article Readings	
6	March 1, 2012	<b>Topic:</b> Counseling with Special Needs	Vernon: Ch. 9  Week 6: Article Readings	Counseling Session # 2
7	March 8, 2012	<b>Topic:</b> Counseling with Exceptional Children	Vernon: Ch. 7 Week 7: Article Readings	Poster Board Research Presentation
	March 15, 2012	<b>No Class- Spring Break</b>		
	March 22, 2012	<b>No Class- ACA National Conference (San Francisco)</b>		Cross-Cultural Counseling Interview



		<b>Topic:</b> Current Counseling Issues - Class Discussion Solution focused counseling  <b>Skills:</b> Preparing for the third session		
8	March 29, 2012	<b>Topic:</b> Counseling At-Risk Children and Adolescents	Vernon Ch. 10  Week 8: Article Readings	
9	April 5, 2012	<b>Topic:</b> Case Presentations and Advance Skills	Week 9: Article Readings	Counseling Session # 3
10	April 12, 2012	<b>Topics:</b> Counseling children with special needs	Vernon: Ch 9,  Week 10: Article Readings	
11	April 19, 2012	<b>Topic:</b> Family Counseling & Working with Parents	Vernon: Ch 13 &14  Week 11: Article Readings	
12	April 26, 2012	<b>Topic:</b> Case Presentations & Advance Skills	Week 12: Article Readings	Counseling Session # 4
13	May 3, 2012	<b>Topics:</b> Student Advocacy and Social Justice Initiatives	Week 13: Article Readings	Photovoice Project- Presentations
14	May 10, 2012	<b>TBA</b>		Final Exam

Notes:

**Course Agenda is subject to change at the discretion of the professor based on the unique characteristics of the class and course content.**

