

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

EDCD 606: Counseling Children and Adolescents
4 credit hours
Spring 2013

Instructor: Paula L. Rainer, PhD
Email: prainer@gmu.edu
Class Location: Krug Hall 107
Class Meeting: Thursdays 4:30P-8:30P

Office: Krug 202C
Office Hours: by appointment
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Course Description

Prerequisite(s): Admission to CNDV program, and successful completion of EDCD 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 EDCD 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 certification 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.c.g, and II, K., 6 d-g.

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 Blackboard.**

Recommended Reading (Optional)

Erford, B. T., Eaves, S. H., Bryant, E., & Young, K. (2010). *35 techniques every counselor should know*. Columbus, OH: Pearson Merrill Prentice Hall.

Hill, C.E. (2009). *Helping Skills: Facilitating Exploration, Insight, and Action*. Alexandria, VA: American Counseling Association

Kottman, T. (2011). *Play therapy: Basics and beyond* (2nd ed.). Alexandria, VA: American Counseling Association

Gladding, S. (2011). *Creative Arts in Counseling* (4th ed.). Alexandria, VA: American Counseling Association

American Psychological Association. (2011). *Publication manual of the American psychological association* (6th 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 6th 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.

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) or call (703) 993-8990. The STAR lab is located on the second floor of the Johnson Center, Room 229.

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 students' semester grade. Two unexcused absences will result in failing the class. Excused absences can only be arranged with the 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 on Blackboard.

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. If there is a scheduling conflict that interferes with your attendance during any portion of the class; students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.

Weekly Reading Comments and Questions (10 points)

Prior to each class meeting, students will post a reflection on the reading(s) on the Discussion Board in Bb (1 comment and 1 question). Postings can include: salient points, reactions, or questions and/or observations based on the assigned readings that could serve as points of discussion for the class. You can integrate readings and information from other classes and sources. Students are encouraged to comment on their peers posting. These assignments are to be posted on Bb by 4:00 PM the day before class. Students should be prepared to discuss each other's' questions/comments. Each submission will be graded as very good (1.0 point), adequate (0.5point), or inadequate/not turned in (0 points). A rubric will be provided on Bb.

Counseling Children and Adolescents Simulated Intervention (Group project) (20 points)

Students will collaborate to plan and demonstrate one advance counseling skill and one creative/expressive/play therapy technique. The entire class should be afforded the opportunity to participate in the activity. The activity will be directly related to counseling children and/or adolescents. Students will prepare handouts, making a copy for the professor and for the other students in the class. Handouts can be PowerPoint's, trifold brochures, newsletters, or the student choice. The handout should include the following information:

- Brief description of the technique and/or needed materials
- History/background of the technique
- Purpose and rationale for use of the technique
- Clientele of choice (i.e. target age range, developmental stage, presenting problem, etc.)
- Goals and objectives related to the intervention

- Merits
- Drawbacks or cautions
- Skill or training requirements
- Variations of/on the technique
- Applicability to diverse populations
- References, 2 minimum

Presentations should be approximately 25 to 30 minutes with an additional 10 to 15 minutes reserved for interactive practice time with student audience. The presentation should be grounded upon research-based information and ideally would be both creative and interactive. Websites may be used as a resource, but cannot be the only source of information. References should also include books and/or journal articles, and other professional sources. Design and provide a form for peer evaluation/feedback of the presentation.

Counseling Sessions (50 points)

Students will video or audio record four counseling sessions. Each session should be 10 to 20 minutes in length and will be conducted with a child or adolescent volunteer between the ages 5 to 17 (parent permission will be required). You will turn in video/audio recordings, related paperwork, and transcriptions for all four sessions. Please note that all forms (i.e., parent permission, skill feedback, and case conceptualization) will be provided on Blackboard. Students should be descriptive, thoughtful, and comprehensive in their assessments and reflections. Students will be evaluated based on: (a) the effective use of a variety of counseling skills which are appropriately suited to both the developmental level of the client and the focus of the session, (b) case conceptualization, (c) self-reflection, (d) accuracy of transcripts, (e) the ability to accept and apply feedback from peers and the professor, and (e) growth as a counselor throughout the semester.

- A. **The first session** will be conducted with a child or adolescent volunteer client age 5 to 17. The purpose of the first counseling session is to provide a natural look at your own style of counseling with a child or adolescent, and will be used to set goals for your growth. You will transcribe a 5 minute portion of this session, identify multicultural considerations, label your skills (i.e., minimal encouragers, paraphrase, closed and open questions, empathy, summarization, probe, and/or challenge), their effect on the client, any issues that came up for you as the counselor, and reflections of strengths and areas of growth. A rubric will be provided on Blackboard. The transcription and reflection are due along with the first counseling session. The session will be formally presented to the class. After you receive feedback from the instructor and peers you will be asked to set tentative goals for the second session **(10 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 also provide a natural look at your own style of counseling with a child or adolescent, and will be used to set goals for your growth. You will transcribe a minimum 5 minute portion of this session, label your skills and their effect on the client, identify any issues that came up for you as the counselor, and reflections of strengths and areas of growth. The session will be formally presented to the class. After you receive feedback from the instructor and peers you will be asked to set tentative goals for the third session. Students are encouraged to incorporate play or creative therapy techniques **(10 points)**.
- C. **The third session** will be conducted with a child or adolescent volunteer client ages 5 to 17. The purpose of the third counseling session is to evaluate your growth as a counselor working with

children or adolescents and monitor your progress towards your personal and professional goals. You will transcribe a minimum 7 minute portion of this session, label your skills and their effect on the client, identify any issues that came up for you as the counselor, and reflections of strengths and areas of growth. The session will be formally presented to the class. After you receive feedback from the instructor and peers you will be asked to set tentative goals for the final session. Students are encouraged to incorporate play or creative therapy techniques and demonstrate advance counseling skills **(10 points)**.

- D. **The fourth counseling session** should be conducted after the 10th class session (if possible). The purpose of the fourth counseling session is to evaluate your growth as a counselor working with children or adolescents and evaluate your progress towards your personal and professional goals. You will transcribe 10 minutes of the session, label your skills and their effect on the client, identify any issues that came up for you as the counselor, and reflections of strengths and areas of growth. The session will be formally presented to the class. After you receive feedback from the instructor and peers you will be asked to set tentative goals for your practicum and internships experience. Students are encouraged to incorporate advance counseling skills throughout the session. The final session should be 20 to 30 minutes in length **(20 points)**. **This is the PBA for this course.**

In summary, students are responsible for:

1. Identifying a child or adolescent to conduct four counseling session with during the semester,
2. Completing a case conceptualize form for each of the counseling sessions,
3. Transcribing a (5 to 10 minute) portion of each of the counseling sessions,
4. Obtaining permission for the recording and viewing,
5. Choosing a 10 minute segment of the recording to present in class,
6. Indicating the feedback they are seeking from their peers, and
7. Articulate an area of strength and need for growth in each session
8. Presenting the video or audio recording.

Self-Analysis and Reflection Paper (10 points)

Self-analysis and personal reflection are important tools to be utilized in maximizing session time spent with clients. In order to be an effective practitioner, it is important to be continually self-reflective. The purpose of this assignment is to give you an opportunity to explore and evaluate your thoughts, feelings, and reactions to your experiences with this course throughout the whole semester. This assignment is an exercise to encourage self-analysis and personal reflection in order to effectively practice with children and adolescents. Please respond to the following questions **(in a maximum of 7 pages)**:

- What skills do you perceive as your personal competencies for working with children and adolescents and why?
- What do you perceive as your strength and areas of growth when working with children and adolescents and why?
- Which age group(s) do you think would be the most interesting for you to work with as a school or mental health counselor and which age group would be challenging and why?

- As a school or mental health counselor what types of problems do you think would be easier for you to deal with and which ones would be hard for you? and why?
- What was the biggest area of growth that you achieved (directly or indirectly) about working with children or adolescents from you client this semester?
- What did you learn about your receptiveness to feedback?
- What if anything, have you learned about yourself and/or your own personal style of counseling during the semester?
- What cultural (race, ethnicity, family structure, sexual orientation, religion, etc.) issues were prominent with your client?
- With all this in mind, what would it take for you to become an effective counselor with children and adolescents?

Note: The assignment will be graded according to the clarity, depth, and degree of awareness and honesty displayed. You are *not* asked to reveal personal information of which you are not comfortable sharing. Use your own internal gauge to determine the content of this paper that both challenges you personally and professionally (requires a degree of risk) and allows you to manage personal information in a safe and appropriate manner.

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

Course Requirements and Evaluation		
Assignments	Points	Due Dates
Class Attendance and Participation	10	Evaluation throughout semester
Weekly Reading Comments and Questions	10	Evaluation throughout semester
Counseling Children & Adolescents Simulated Intervention	20	Counseling sessions March 7
Counseling sessions	30 (out of 50)	Counseling Session # 1: February 21 Counseling Session # 2: February 28 Counseling Session # 3: March 28
Counseling sessions	20 (out of 50)	Counseling Session # 4: April 18 This is the PBA for this course.
Self-Analysis and Reflection Paper	10	May 2
Total Points Possible	100	

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/1301ge.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/>].

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				
	Date	Topic(s)	Readings Due	Assignment(s) Due
1	January 24, 2013	Topic: Orientation & Introductions Syllabus Review of counseling techniques		No weekly reflections are due
2	January 31, 2013	Topic: Counseling children and adolescents	Vernon: Ch. 1 & 2	No weekly reflections are due
3	February 7, 2013	Topic: Expressive and Creative Counseling Techniques & Play Therapy	Vernon: Ch. 3 & 4 Week 4: Article Readings	
4	February 14, 2013	Topic: Counseling Practice for Session #1	Review all materials	Class ends at 6:30 p.m.
5	February 21, 2013	Topic: Counseling Children From Diverse Backgrounds Case Presentations	Vernon: Ch. 8 Week 5: Article Readings	Counseling Session # 1
6	February 28, 2013	Case Presentations		Counseling Session # 2
7	March 7, 2013	Counseling Children and Adolescents Simulated Intervention		Group Presentations
	<i>March 14, 2013</i>	<i>Spring Break</i>		
8	March 21, 2013	Topic: Brief Therapy with Children and Adolescents Movie Presentation	Vernon: Chapter 5 Week 8: Article Readings	Movie Presentation
9	March 28, 2013	Case Presentations		Counseling Session # 3
10	April 4, 2013	Topic: Counseling Children with Special Needs	Vernon Ch. 9 Week 10: Article Readings	
11	April 11, 2013	Topic: Counseling at-Risk Children and Adolescents	Vernon: Ch. 10 Week 11: Article Readings	
12	April 18, 2013	Case Presentations		Counseling Session # 4 This is the PBA for this course.
13	April 25, 2013	Topic: Counseling with Exceptional Children	Vernon: Ch. 7 Week 13: Article Readings	
14	May 2, 2013	Topic: Systemic Intervention with Children and Adolescents	Week 14: Article Readings	Self-Analysis and Reflection Paper
15	May 9, 2013	Reflection/Assessment		
Course Agenda is subject to change at the discretion of the professor based on the unique characteristics of the class and course content.				

Notes