

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

EDCD 606-001: Counseling Children and Adolescents
4 credit hours
Fall 2013

Instructor: Joseph M. Williams, PhD
Email: jwilli32@gmu.edu
Class Location: Krug Hall 107
Class Meeting: Thursdays 4:30P-7:10P

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

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. Counseling lab provides practice with an emphasis on process and culturally competent counseling strategies. It focuses on advanced counseling skills and techniques and builds on the knowledge and skills learned in EDCD 603. This course is designed to help students develop basic and advance counseling skills and experience receiving verbal and written feedback on your counseling skill development and style, in order to prepare you for your practicum, internships, and a professional career in counseling. Also, the course is intended to provide students with insight into the role of racial, social, and cultural factors in the development of counseling relationships. 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.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.

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. *Please note that the C&D program has video equipment available for check-out. Please speak with the instructor for more information.*

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 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 5:00 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 (25 points)

Students will collaborate to plan and demonstrate 2 - 3 creative activities and interventions (i.e., bibliotherapy, metaphors, parables, games/board games, science experiments, expressive arts – writing, art, cinema, music, play, clay, and dance therapy) to use with children and/or adolescents. 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. Example of handouts will be provided in class (and via Bb). 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
- Goals and objectives related to the intervention
- Clientele of choice (i.e. target age range, presenting problem, etc.)
- Merits
- Drawbacks or cautions
- Skill or training requirements
- Variations of/on the technique
- Applicability to diverse populations
- Process/Discussion questions
- References, sources

Presentations should be approximately 25 to 30 minutes with an additional 5 to 10 minutes reserved for practice time with student audience. The presentation should ideally be both creative and interactive. Websites may be used as a resource. References should also include books and/or journal articles, and other professional sources. Finally, design and provide a form for peer evaluation/feedback of the presentation.

Counseling Sessions (45 points)

The counseling tapes and transcripts assignment is the performance-based assessment for this course, and must be uploaded by the student. Students will video or audio record four counseling sessions. Each session should be 15 to 30 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, and (e) growth as a counselor throughout the semester. Students are encouraged to incorporate creative activities and interventions in at least one counseling session. In addition, students are encouraged to select a theoretical orientation to guide at least one counseling session.

- 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 verbatim a 10-15 minute portion of this session, label your skills (i.e., minimal encouragers, paraphrase, closed and open questions, empathy, summarization, probe, and/or challenge), their effect on the client, and identify any issues that came up for you as the counselor. A rubric and examples 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 verbatim a 10-15 minute portion of this session, label your skills and their effect on the client, and identify any issues that came up for you as the counselor. 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 **(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 verbatim a 10-15 minute portion of this session, label your skills and their effect on the client, and identify any issues that came up for you as the counselor. 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 **(12 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 verbatim the entire session, label your skills and their effect on the client, and identify any issues that came up for you as the counselor. 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 **(13 points)**.

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 (10 - 15 minute) portion of each of the counseling sessions,
4. Obtaining permission for the recording and viewing,
5. Choosing a 10 - 15 minute segment of the recording to present in class,
6. Indicating the feedback they are seeking from their peers, and
7. Presenting the video or audio recording.

For each of your tapings, you will transcribe your session on a form similar to the following example. In the far left column, list exactly what was said during the session, using H1 for the helper's first statement and C1 for the client's first statement. Repeat this labeling format for each subsequent response. In the center column, list the skill you used with that statement. In the comments column on the far right, list your thoughts about what you said, what you might have said differently, your observations about the efficacy of your response based on what the client said, and any other observations you make regarding your skills during the session.

Transcription Example:

Client and Helper Responses	The Skill You Used	Comments
H1: What would you like to talk about today?	Open Question	I think I will try something less “canned” next time, such as “How would you like to begin?”
C1: I am having a problem with my boyfriend.		
H2: Tell me more about that.	Minimal Encourager and Door Opener	She paused as if she wanted me to say something, so I encouraged her to continue.
C2: I think he is keeping something from me. He is acting differently and seems very distant. He has never been like this before		
H3: Have you been dating for a while?	Closed Question	The client is very distressed, so this question seems pointless and very invalidating as I look at it now. It seems like I totally washed over her deep concerns and feelings. She appeared to be afraid. I should have paraphrased or asked her to tell me about her feelings or about what she meant by “different” and “distant.”

Transcripts: The following questions may help you analyze your work that is included in your **transcript**:

- What were you thinking or feeling when the client said that?
- Were you able to respond to the client’s content and/or feelings?
- What alternative response could you have given your client?
- What were the nonverbal behaviors of your client?
- How did you demonstrate that you were open to your client?
- What, if any, verbals or nonverbals demonstrated your emotions (such as approval, disapproval, relief, anxiety, etc.) at what your client said or did?

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 types of questions (**in a minimum of 5 pages**):

- What skills do you perceive as your personal competencies and/or areas of improvement for working with children and adolescents and why?
- What was the biggest lesson(s) you learned (directly or indirectly) about working with children or adolescents from you client this semester?
- What if anything, have you learned about yourself and/or your own personal style of counseling during the semester
- 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
A-	94—96
B+	91—93
B	87—90
B-	84—86
C	80—83
F	0—79

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	25	October 12, 2013 November 9, 2013
Counseling sessions	45	Counseling Session # 1: September 12 Counseling Session # 2: October 3 Counseling Session # 3: October 24 Counseling Session # 4: November 14
Self-Analysis and Reflection Paper	10	December 5, 2012

Total Points Possible	100
------------------------------	------------

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. 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/counseling/policies-resources/>

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.

TaskStream Requirements:

Every student registered for any Counseling and Development Program course with a required performance-based assessment is required to submit this assessment, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester. <http://cehd.gmu.edu/api/taskstream>

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

George Mason University Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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, and program will be sent to students solely through their Mason email account.
- 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/>].

- 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 [See <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 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/>]

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
<http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://cehd.gmu.edu/>].

EDCD 606 – Tentative Class Schedule

Week	Date	Topic(s)	Readings Due	Assignment(s) Due
1	August 29, 2013	Topic: Orientation & Introductions Syllabus		
2	September 5, 2013	Topic: Counseling children and adolescents Review of basic skills	Vernon: Ch. 1 & 2	
3	September 12, 2013	Case Presentations		Counseling Tape # 1
4	September 19, 2013	Topic: Expressive and Creative Counseling Techniques & Play Therapy *Processing	Vernon: Ch. 3 & 4 Week 4: Article Readings	
5	September 26, 2013	Topic: Counseling Children From Diverse Backgrounds	Vernon: Ch. 8 Week 5: Article Readings	
6	October 3, 2013	Case Presentations		Counseling Tape # 2
7	October 10, 2013	Topic: Brief Therapy with Children and Adolescents *Solution Focused Interviewing	Vernon: Chapter 5 Week 8: Article Readings	
Saturday Class	October 12, 2013	Creative/Expressive/Play Workshop		Group Presentations
8	October 17, 2012	NO CLASS- ACES Conference		
9	October 24, 2013	Case Presentations		Counseling Tape # 3

10	October 31, 2012	Topic: Counseling Children with Special Needs/Exceptional Children *Narrative Therapy	Vernon Ch. 7 & 9 Week 10: Article Readings	
11	November 7, 2012	Topic: Counseling at-Risk Children and Adolescents *Motivational Interviewing	Vernon: Ch. 10 Week 11: Article Readings	
Saturday Class	November 9, 2012	Creative/Expressive/Play Workshop		Group Presentations
12	November 14, 2012	Case Presentations		Counseling Tape # 4
	November 21, 2012	NO CLASS- Thanksgiving Break		
13	November 28, 2012	Topic: Resiliency Based Counseling with Children	Week 13: Article Readings	
14	December 5, 2012	Topic: Creative Therapy with Families	Vernon: Ch.13 Week 14: Article Readings	Self-Analysis and Reflection Paper
15	December 12, 2012	TBA		Counseling Session #4 Results Uploaded onto TaskStream

Notes:

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

PBA Sample Rubric

Counseling Rubric: Scores Vary Depending on SessionInstructor: **Dr. Williams**

Student Name: _____

CATEGORY /POINTS	Exceeds Standards	Meets Standards	Approaching Standards	Below Standards
Demonstration of Counseling Skills	Ten basic/advance counseling skills are used effectively and appropriately to allow the 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 the counselor/client to identify and resolve an issue, with some evidence of a counseling theory and multicultural skills.	Fewer than six of ten counseling skills are used to allow the counselor/client to identify an issue. Little evidence of a counseling theory and multicultural skills present.	Fewer than three of ten counseling skills are used to help the counselor/client to identify an issue. Evidence of a counseling theory and multicultural skills are not present.
Counseling Session is Structured	Session is structured to include an opening, focus, and closing. The session has a clear focus and/or goal. Theory is used to structure the session; and the counselor/client are able to identify and address an issue.	Session is semi-structured to include two of the following components: an opening, focus, and closing. The session has a clear focus at times. Theory is used to structure the session; and the client is able to identify an issue.	Session is semi-structured to include two of the following components: an opening, focus, and closing. The session has an unclear focus/goal. 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.
Analysis and Reflection	Students are able to fully analyze and identify strengths and areas for growth are accurately identified. Specific goals for growth are present. The student is able to accurately	Students are somewhat able to analyze and identify their strengths and areas for growth are accurately identified. Specific goals for growth are present. The student is able to	Students' strengths or areas for growth are not accurately identified. Specific goals for growth are not clearly present. The student is not able to accurately evaluate the value of the session.	Students' strengths or areas for growth are not identified, and goals for growth are not present. The student is not able to accurately evaluate the value of the session.

	evaluate the value of the session.	somewhat accurately evaluate the value of the session.		
Mechanics (transcription and skill identification)	Transcription is nearly error-free, and all examples of skills are identified correctly.	Transcription has some errors and some examples of skills are identified correctly.	Transcription has many errors and only a few examples of skills are identified correctly.	Transcription is inaccurate and skills are not identified