

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Counseling and Development

EDCD 606 001: Counseling Children and Adolescents
4 Credits, Spring 2014
W 6:00 -10:00 Finley 114

PROFESSOR(S):

Name: H. George McMahon

Office hours: T 3:30-4:30, W 4-6 or by appointment (preferred)

Office location: Krug 201 B

Office phone: 703-993-2087

Cell phone: 404-725-3244 (texts are fine)

Email address: hcmcmaho3@gmu.com

COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Admission to CNDV program, and successful completion of EDCE 603: Counseling Theories and Practice and EDCE 525: Advanced Human Growth and Development

B. University Catalog Course Description

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.

C. Expanded Course Description

This course focuses on advanced counseling skills and techniques and builds on the knowledge and skills learned in EDCE 603. The course is designed to help students develop basic and advanced counseling skills through the presentation of verbal and written feedback on simulated counseling sessions in order to prepare students for practicum, internship, and a professional career in counseling. The course will also provide insight into racial, social, and cultural factors in the development of counseling relationships. Experiential counseling component provide useful feedback to promote the development of relationship building, counseling process, and culturally competent counseling skills.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Increase 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. Understand intervention strategies to effectively counsel children and adolescents
4. Develop culturally competent counseling skills
5. Become aware of evidence –based strategies for both prevention/wellness and intervention/counseling to address developmental and mental health issues commonly facing children and adolescents.

PROFESSIONAL STANDARDS (Virginia Department of Education):

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

1. Virginia Department of Education - school counseling licensure candidates understand the knowledge, skills, and processes of individual counseling.
2. Virginia Department of Education – Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.

REQUIRED TEXTS:

Vernon, A. (2009). *Counseling Children and Adolescents* (4th ed.). Denver, CO: Love Publishing.

Additional required readings will be available via Blackboard.

RECOMMENDED TEXTS:

Ashby, J. S., Kottman, T., & DeGraaf, D. (2008). *Active interventions for kids and teens: Adding adventure and fun to counseling*. Alexandria, VA: American Counseling Association.

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.

COURSE ASSIGNMENTS AND EXAMINATIONS:

Participation

As a skill-based class, we will spend a great deal of time processing information through class discussion, group work, and participating in experiential activities. Because the class will be so interactive and experiential, there is no way to “get the information” from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates’ learning as well. Several factors will go into your participation grade, including:

- a) **attendance** (every student is expected to be at every class),
- b) **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
- c) **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)
- d) **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others’ ideas in a meaningful way).

Counseling Session Transcripts and Self-evaluations

The counseling transcript and self-evaluation is the performance based assessment for this course. Students will record four sessions with a child or adolescent volunteer between the ages of 5 – 17 (parent permission is required – permission forms will be available via BlackBoard). Each session will be between 15-30 minutes, and students will turn in recordings and supplemental materials (see below) for each session by the dates indicated on the course schedule. Student performance will be assessed based on: a) effective use of appropriate counseling strategies based on developmental stage and cultural considerations, b) case conceptualization, c) self-reflection and evaluation of skills, d) accuracy of transcripts and notation of specific skills, and e) growth in response to feedback from others throughout the semester. Students are encouraged to incorporate strategies and approaches learned throughout the semester into their sessions.

For each session, students will turn in a coded transcription of a sample of the session, a brief self-evaluation, and an updated case conceptualization. Each of these are described in more detail below:

Coded transcription – for each recording, students will transcribe a small section of the session, coding the speaker and statement number on the left margin, transcribing *exactly* what was said in the main portion, and keeping a wide right margin to note specific counseling skills used, connect statements to specific strategies/approaches, and evaluate effectiveness of the strategy. Examples will be uploaded onto Blackboard.

Self-Evaluation- students will complete a brief form evaluating their use of specific skills in the session, as well as complete a short narrative identifying what went well and what did not seem

to go well in the session, and identify specific performance goals for the next session (not client goals, but specific things the student wants to do).

Case Conceptualization – Students will keep an additive conceptualization of the child or adolescent from a specific counseling theory or approach, identifying: a) a brief sketch of the child/adolescent from the specific approach, b) presenting concerns (in the language of the approach), c) goals for the sessions, and d) proposed process of counseling based on counselor approach, presenting concern, and child/adolescent developmental/cultural characteristics. This document will be updated after each session, and may change throughout the course of the sessions depending on the session content and/or process.

Theory Roundtable

Students will work in pairs to investigate common theoretical models of counseling commonly used with children and adolescents, and will present their findings to the class. Specifically, students will present: a) an overview of the theoretical tenets of the approach, b) the role of the counselor, c) an overview of the counseling process, d) cultural considerations of the theory, e) an overview of the evidence supporting the use of the approach. In addition, students will present a brief experiential piece demonstrating key skills or aspects of the approach. Handouts will be provided for all students as well as the professor. Presenters will receive feedback from both the class and the professor on their presentation, including both content and presentation style.

Evidence Based Practice Intervention Showcase

Students will work in small groups (3) to research and present two specific evidence-based counseling interventions that can be used with children and adolescents. One intervention should be focused on prevention/wellness (e.g., a Tier 1 intervention in schools), and the other should be focused more on addressing a specific concern (e.g., a Tier 2 or 3 intervention in schools). Student presentations will include a) an overview of the intervention (development, purpose, theoretical foundation, uses, etc), b) a critical review of the evidence supporting the intervention, including development and cultural appropriateness, c) an explanation/demonstration of the intervention or part of the intervention. Handouts will be supplied to all class members as well as the instructor.

Skill analysis and self-reflection paper

In order to ensure ongoing professional development and growth it is vital for counselors to continually engage in self-reflection. This assignment will provide students the opportunity to engage in that process by producing a brief (3-4 page) narrative in which the student will identify current areas of strength as a counselor, areas of growth regarding counseling skills, and a specific plan to improve their counseling skills during their time in the GMU program (beyond just identifying courses to take, goals should be about how to get the most of those courses) and should include professional development opportunities outside of the program.

Evaluation-

Assignment weights

Participation –	15%
Counseling Tape #1	10%
Counseling Tape #2	10%
Counseling Tape #3	10%
Counseling Tape #4	15%
Theory Roundtable	15%
EBP Showcase	15%
Self-Reflection Paper	10%

Grading Scale

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

TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, Counseling Transcript Evaluation, 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.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.

- d. 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/>).
- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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 <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Date	Topics	Reading/Assignments Due
Jan 22 Class 1	Orientation to Course: Overview of Syllabus Building an Intentional Learning Community Basic Skill Review	<i>Syllabus</i> <i>Vernon, Ch. 2</i>
Jan 29 Class 2	Evidence-Based Practice Advanced Skill Review	<i>Dimmit, Carey, & Hatch</i>
Feb 5 Class 3	Counseling Children and Context: Developmental, Cultural, and Social Issues	<i>Vernon, Ch. 1 & 8</i>
Feb 12 Class 4	Counseling Feedback Session #1	Tape, Transcription, and Self-evaluation #1 due
Feb 19 Class 5	Theory Roundtable	Handouts for Roundtable Due
Feb 26 Class 6	Creative Approaches: Using Art, Music, and Stories in Counseling	<i>Vernon, Ch. 3</i> <i>Gladding</i>
March 5 Class 7	Counseling Feedback Session #2	Tape, Transcription, and Self-evaluation #2 due
March 12	Spring Break	
March 19 Class 8	Play Therapy	<i>Vernon, Ch. 4</i> <i>Reading (TBA)</i>
March 26 Class 9	Adventure-Based Counseling	<i>Ashby, Kottman, & DeGraaf</i>

April 2 Class 10	Counseling Feedback Session #3	Tape, Transcription, and Self-evaluation #3 due
April 9 Class 11	Structured Interviews with Children and Adolescents	<i>Vernon, Ch. 5</i> <i>Murphy</i>
April 16 Class 12	Consultation and Collaboration	<i>Vernon, Ch. 13</i>
April 23 Class 13	Counseling Feedback Session #4	Tape, Transcription, and Self-evaluation #4 due
April 30 Class 14	Evidence Based Practice Showcase	Handouts for Showcase Presentation Due
May 7	Final Exam	Reflection Papers Due Transcript with Evaluation Uploaded onto Taskstream

** Deviations may occur to support student learning and unique circumstances.

ASSESSMENT RUBRIC(S):

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 evaluate the value of	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 somewhat accurately evaluate	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.

	the session.	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