

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**GRADUATE SCHOOL OF EDUCATION**  
Counseling & Development Program

**EDCD 606 002: Counseling Children and Adolescents**  
4 Credits, Fall 2014  
4:30 pm-7:10 pm / Thursday, Robinson A246

**PROFESSOR:**

**Name:** Lynette M. Henry, PhD

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**COURSE DESCRIPTION:**

**A. Prerequisite(s)**

Admission to CNDV program and EDCD 603 Counseling Theories and Practice

**A. 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.

**B. Expanded Course Description**

This course 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. Experiential counseling component provide useful feedback to promote the development of relationship building, counseling process, and culturally competent counseling skills.

**Course Delivery**

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.

**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. Attain supervised practice, critique and process of counseling skills, with particular attention to multicultural counseling and strategies.
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**

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 Health Professions- Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.

### **REQUIRED TEXT AND READINGS:**

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

*Professional readings/articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further readings/articles may be assigned at any time during the semester.*

### **RECOMMENDED TEXTS:**

Ivey, A.E., Ivey, M.B. & Zalaquett, C.P. (2012). *Essentials of intentional interviewing: Counseling in a multicultural world (2<sup>nd</sup> ed.)*. Belmont, CA: Brooks/Cole Publishing Company.

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.

Landreth, G. (2012). *Play Therapy: The art of the relationship* (3rd ed.). New York: Routledge.

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

Winslade, J. & Monk, G. (1999). *Narrative counseling in schools: Powerful & brief*. Thousand Oaks, CA: Corwin Press, Inc.

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/>)

## **COURSE ASSIGNMENTS**

### **Assignment 1: Participation and Attendance (10% of total grade)**

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,
- d. Participating in group discussions)
- e. **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). A rubric will be provided on Bb.

### **First Day of Class and the Saturday Class are Mandatory**

If there is a scheduling conflict that interferes with 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.

### **Assignment 2: Weekly Reading Questions (10% of total grade)**

In order to help students complete their reading assignments, students will hand in at least **one** multi-level question (typed) prior to each class meeting. The multi-level question will form the basis of class discussions. The professor will not accept late questions. Students will not be allowed to make up Reading Questions points under any circumstance (with the exception of an excused absence). Each set of questions not handed in on time will receive the score of zero (0). A rubric will be provided on Bb

### **Assignment 3: Counseling Transcripts and Self-Evaluations (45% of total grade)**

***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) The effective use of appropriate counseling strategies based on developmental stage and cultural considerations
- a) Accuracy of transcripts and notation of specific skills,
- b) Self-reflection and evaluation of skills,
- c) Case conceptualization,
- d) 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. A rubric will be provided on Bb.

*Coded transcription* – for each recording, students will transcribe a 10 – 15 minute section of the session. 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	Counseling Skills 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?” or “How can I help you today?”
C1: I am having a problem with my boyfriend.		
H2: Tell me more about that.	Encourager	Client appeared hesitant to share. I leaned in a little being aware of my body language as well as the client’s and 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 non-verbal's demonstrated your emotions (such as approval, disapproval, relief, anxiety, etc.) at what your client said or did?

*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.

**Assignment 4:** Counseling Children and Adolescents Intervention Showcase (25% of total grade)

Students will work in small groups (3) to plan and demonstrate 2 - 3 creative therapy activities and interventions (i.e., biblio-therapy, 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. A rubric will be provided on Bb. Handouts will be supplied to all class members as well as the instructor. 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/Value
- 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 10 to 15 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.

#### **Assignment 5: Skills Analysis and Self-Reflection Paper (10% of total grade)**

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 (3-4page) narrative in which the student will identify current areas of strengths as a counselors, 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. A rubric will be provided on Bb.

#### **EVALUATION**

##### **Assignment weights**

Participation and Attendance	10%
Weekly Reading Questions	10%
Counseling Children and Adolescents Intervention Showcase	25%
Skills Analysis and Self-Reflection Paper	10%
Counseling Tape #1	10%
Counseling Tape #2	10%
Counseling Tape #3	10%
Counseling Tape #4	15%

##### **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 EXPECTATIONS**

### **Electronic Devices**

Turn off and put away all electronic communication devices during class. 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 to do so**. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant reduction in your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation.

### **Attendance**

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. **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. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused. 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.

### **Assignment Policy**

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](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.

### **TASKSTREAM REQUIREMENTS**

Every student registered for a Counseling course with a required performance-based assessment is required to submit this assessment, Counseling Transcript Evaluation to TaskStream. **The counseling transcript and self-evaluation is the performance based assessment for this course.** 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 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>).

### **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

**GMU's Professional Dispositions** GMU students are expected to exhibit professional behavior and dispositions as stated:

*The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:*

- *Commitment to the profession;*
- *Commitment to honoring profession ethical standards;*
- *Commitment to key elements of professional practice;*
- *Commitment to being a member of a learning community;*
- *Commitment to democratic values and social justice.*

## C & D's Professional Performance Criteria

As counselor trainees, students have additional professional performance standards. The codes of conduct for the American Counseling Association require counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to GMU University and C&D's Professional Dispositions while in the C&D program, to include their conduct and behavior while doing their field experiences.

## Ethical Obligations

All counselors, to include University Supervisors, Students, and On-Site Supervisors, are bound by the professional ethical standards and practices of the American Counseling Association (ACA). University and On-Site Supervisors must also adhere to *ACA's Code of Ethics, Section F: Supervision, Training and Teaching*. See the ACA Ethical Codes (2014) for detailed information.

## 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: EDCD 606 – Tentative Class Schedule**

<b>Week</b>	<b>Date</b>	<b>Topic (s)</b>	<b>Readings Due</b>	<b>Assignment(s) Due</b>
1	August 28, 2014	<b>Topic:</b> Introductions; Syllabus; Getting to know each other  <i>Listening to Client Stories</i>		
2	September 4, 2014	<b>Topic:</b> Counseling children and adolescents  <i>Active Listening Skills</i>	Vernon: Ch. 1 & 2  <i>Week 2: Readings /Articles</i>	
3	September 11, 2014	<b>Topic:</b> Expressive and Creative Counseling Techniques & Play Therapy  <i>Five Stage Model of the Microskills Interview</i>	Vernon: Ch. 3 & 4  <i>Week 3: Readings /Articles</i>	
4	September 18, 2014	<b>Case Presentations</b>		Counseling Tape #1
5	September 25, 2014	<b>Topic:</b> Counseling Children From Diverse Backgrounds  <i>Advocacy &amp; Social Justice</i>  <i>Focusing the Interview</i>	Vernon: Ch. 8  <i>Week 5: Readings /Articles</i>	
6 <b>VSCA OCT 1-3</b>	October 2, 2014	<b>Topic:</b> Counseling Children with Special Needs/ Exceptional Children  <i>Helping clients Restory their Lives</i>	Vernon Ch. 7 & 9  <i>Week 6: Readings /Articles</i>	
<b>Saturday Class</b>	October 4, 2014	<b>Creative/Expressive/Play Workshop</b>		Group Presentations
7	October 9, 2014	<b>Topic:</b> Counseling at-Risk Children and Adolescents  <i>Helping the Client Move to Action</i>	Vernon: Ch. 10  <i>Week 7: Readings /Articles</i>	
<b>Saturday Class</b>	October 11, 2014	<b>Creative/Expressive/Play Workshop</b>		Group Presentations
8	October 16, 2014	<b>Case Presentations</b>		Counseling Tape #2
9	October 23, 2014	<b>Topic:</b> Brief Therapy with Children and Adolescents	Vernon: Ch 5  <i>Week 9: Readings /Articles</i>	

		<i>Skill Integration/ Using Theory with Application of Microskills</i> <i>Cognitive Behavior Crisis Counseling</i>		
10	October 30, 2014	<b>Topic:</b> Strengths-Based Counseling with Children  <i>Self-Evaluation and the Future</i>	<i>Week 10: Readings /Articles</i>	
11	November 6, 2014	<b>Case Presentations</b>		Counseling Tape #3
12	November 13, 2014	<b>Topic:</b> Working with Parents & Families	Vernon: Ch.13 & 14  <i>Week 12: Readings /Articles</i>	
13	November 20, 2014	<b>Case Presentations</b>		Counseling Tape #4
	November 27, 2014	<b>NO CLASS- Thanksgiving Break</b>		
14	December 4, 2014	Topic: Group Counseling in Schools	<i>Week 12: Readings /Articles</i>	<b>Counseling Session #4 Results Uploaded onto TaskStream</b>  Self-Analysis And Reflection Paper
15	December 11, 2014	<b>TBA Finals Week</b>		

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

**ASSESSMENT RUBRIC (S)****EDCD 606 Results Report Rubric**

	<b>(4) Exceeds Standards</b>	<b>(3) Meets Standards</b>	<b>(2) Approaching Standards</b>	<b>(1) Below Standards</b>
<b>1. Demonstration of Counseling Skills</b>	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. (4)	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. (3)	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. (2)	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 (1)
<b>2. Counseling Session is Structured</b>	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 is able to identify and address an issue. (4)	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. (3)	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. (2)	Session is not structured and theory is not effectively used to structure the session. The client is not able to identify an issue. (1)
<b>3. Analysis and Reflection</b>	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 the session. (4)	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 the value of the session. (3)	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. (2)	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. (1)
<b>4. Mechanics (transcription and skill)</b>	Transcription is nearly error-free, and all examples of skills are identified correctly. (4)	Transcription has some errors and some examples of skills are identified correctly. (3)	Transcription has many errors and only a few examples of skills are identified correctly. (2)	Transcription is inaccurate and skills are not identified (1)

