

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development**

EDCD 606.001 – Counseling Children and Adolescents  
4 Credits, Spring 2017

Thursdays 4:30 – 7:10 PM Krug Hall Room 107 – Fairfax  
Saturday, March 25<sup>th</sup> 9:00AM – 4:30PM Thompson Hall Room 2022 – Fairfax  
Saturday, April 4<sup>th</sup> 9:00AM – 4:30PM Thompson Hall Room 2022 - Fairfax

**Faculty**

Name:                   Tori Stone, Ph.D., LPC  
Office Hours:        By Appointment (email to schedule)  
Office Location:     Krug Hall Suite 202  
Office Phone:  
Email Address:

**Prerequisites/Corequisites**

Admission to CNDV program, and successful completion of EDCE 603

**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.

**Course Overview**

This course focuses on advanced counseling skills and techniques relevant to children and adolescents and builds on the knowledge and skills learned in EDCE 603. The course is designed to help students develop basic and advanced counseling skills and experience receiving verbal and written feedback on simulated counseling sessions in order to prepare you for your practicum, internships, and a professional career in counseling. The course will also provide insight into 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 Method**

This course will be delivered using 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 do the following:

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 (CACREP)**

At the end of this course, students will fulfill the following requirements: Virginia Department of Education - school counseling licensure candidates understand the knowledge, skills, and processes of individual counseling. 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*. Denver, CO: Love Publishing.

Cook-Cottone, C. P., & Kane, L. S. (2015). *The elements of counseling children and adolescents*. New York: Springer Publishing.

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

### **Recommended Texts**

Erford, B. T. (2014). *40 Techniques every counselor should know* (2<sup>nd</sup> Ed.). Columbus, OH: Pearson Merrill Prentice Hall.

Jacobs, E.E, & Schimmel, C.J. (2013). *Impact therapy the courage to counsel*. Morgantown, WV: Impact Therapy Associates.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

**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, 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). A rubric will be provided on Bb.

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

Students will come to class prepared with at least **one** multi-level question related to the weekly reading that will be posed to your assigned group. The multi-level question will form the basis of class discussions and will be submitted to the instructor at the beginning of class. Students will not be allowed to make up Reading Questions and Comments points under any circumstance (with the exception of an excused absence). We will use these entries as topics for in-class discussions and to ensure reading comprehension. 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.

**Assignment 3: Counseling Tapes, 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 *three* sessions (an additional session will be required for any student the instructor deems to demonstrate additional need for growth in clinical skills) 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 15-25 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 the professor and 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 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	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 non-verbal’s demonstrated your emotions (such as approval, disapproval, relief, anxiety, etc.) at what your client said or did?

*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. The case conceptualization form will also be used as a self-evaluation tool.

**Assignment 4: Creative Therapy Presentation (25% of total grade)**

Students will work in small groups to plan and demonstrate a creative therapy activity/intervention (e.g., sand tray therapy, expressive arts, games/board games, science

experiments, etc.) to use with children and/or adolescents. If you have an idea that is not listed, please feel free to set up a meeting with the instructor to discuss your idea. 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 electronically via Blackboard. The instructor should receive a hard copy the day of the presentation. The handout should include the following information:

- An overview of the intervention (development, purpose, theoretical foundations, uses, etc.)
- A critical review of the evidence supporting the intervention, including development and cultural appropriateness
- Clientele of choice (i.e. target age range, presenting problem, etc.)
- Merits and drawbacks
- Variations of the technique.
- Process/Discussion questions
- References, sources

Presentations should be approximately 5 to 10 minutes with an additional 20 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.

**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 (2-4 page) 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.

- **Other Requirements**

Course Expectation

**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.

- **Grading**

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

- **Grading Policies**

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

**Professional Dispositions**

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

**Class Schedule**

Week	Date	Topic(s)	Readings Due	Assignment(s) Due
1	January 26, 2017	<b>Topic:</b> Orientation & Introductions Syllabus  *Basic Skill Review		
2	February 2, 2017	<b>Topic:</b> Counseling children and adolescents  *Structuring a Counseling Session	Vernon: Ch. 1 & 2 Cook-Cottone et al.: Ch. 1 & 2  Week 2: Articles	
3	February 9, 2017	<b>Topic:</b> Expressive and Creative Counseling Techniques  * Goal-setting	Vernon: Ch. 3 & 4  Cook-Cottone et al.: Ch. 3	
4	February 16, 2017	<b>Case Presentations</b>		Counseling Tape #1
5	February 23, 2017	<b>Topic:</b> Counseling Children from Diverse Backgrounds  * Broaching Culture Factors During Counseling	Vernon: Ch. 8 Cook-Cottone et al.: Ch. 4 Week 4: Articles	
6	March 2, 2017	Topic: Brief Therapy with Children and Adolescents  *Solution Focused Interviewing	Vernon: Ch. 5  Cook-Cottone et al.: Ch. 5  Week 5: Articles	
7	March 9, 2017	<b>Case Presentations</b>		Counseling Tape #2

	March 16, 2017	<b>GMU SPRING BREAK</b>		
8	March 23, 2017	<b>Topic:</b> Counseling Children with Special Needs/Exceptional Children  *Advance Skills Review	Vernon Ch. 7 & 9 Week 7 & 8: Articles	
<b>Saturday Class</b>	March 25, 2017	<b>Creative/Expressive/Play Therapy Student Presentation</b>		Group Presentations
9	March 30, 2017	<b>Work Session</b> <b>No face to face class meeting</b>	Vernon: Ch. 10  Cook-Cottone et al.: Ch. 6	Post Weekly Reading Discussion on Bb • Work on Tape #3 & Skills
<b>Saturday Class</b>	April 1, 2017	<b>Creative Counseling Techniques</b>		
10	April 6, 2017	<b>Topic:</b> Counseling at-Risk Children and Adolescents *Motivational Interviewing	Week 10: Articles	
11	April 13, 2017	<b>Case Presentations</b>		Counseling Tape # 3
12	April 20, 2017	<b>Topic:</b> Resiliency Based Counseling with Children and Adolescents	Week 11: Articles  Cook-Cottone et al.: Ch. 7	
13	April 27, 2017	<b>Topic:</b> School-Based Family Consultation	Vernon: Ch.13 & 14  Week 13: Articles	
14	May 4, 2017	<b>Topic:</b> Group Counseling with Children and Adolescents	Vernon: Ch. 11  Week 14: Articles	Skills-Analysis and Self- Reflection Paper
15	May 11, 2017	<b>TBA</b> <b>Finals Week</b>		

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.



## Core Values Commitment

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

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-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 Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

### Assessment Rubric(s)

#### EDCD 606 Results Report Rubric

CATEGORY/PERCENTAGE	<b>Exceeds Standards 4 A to A- (94 to 100)</b>	<b>Meets Standards 3 B+ to B (87 to 93)</b>	<b>Approaching Standards 2 B- to C (80- 86)</b>	<b>Below Standards 1 F (79 and below)</b>
<b>Demonstration of Counseling Skills</b>  (4/15 points)  <b>CACREP Counseling Prevention and Intervention: D2</b>	Ten basic/advance counseling skills are used effectively and appropriately to allow the counselor/client to identify and resolve an issue or apply strategies to other issues. (4)	Eight of ten counseling skills are used to allow the counselor/client to identify and resolve an issue or apply strategies to other issues. (3)	Fewer than six of ten counseling skills are used to allow the counselor/client to identify an issue or apply strategies to other issues. (2)	Fewer than three of ten counseling skills are used to help the counselor/client to identify an issue or apply strategies to other issues. (1)
<b>Counseling Session is Structured</b>  (4/15 points)  <b>CACREP D2</b>	Session is structured to include an opening, focus, and closing. (4)	Session is semi-structured to include two of the following components: an opening, focus, or closing. (3)	Session is semi-structured to include one of the following components: an opening, focus, or closing. (2)	Session is not structured and does not include an opening, focus, or closing. (1)
<b>Analysis and Reflection</b>  (4/15 points)  <b>CACREP D5</b>	Students are fully able to accurately evaluate the value of the session and identify strengths and areas for growth. (4)	Students are somewhat able to accurately evaluate the value of the session and identify strengths and areas for growth. (3)	Students' are hardly able to accurately evaluate the value of the session and identify strengths and areas for growth. (2)	Students' are not able to accurately evaluate the value of the session and identify strengths and areas for growth. (1)
<b>Mechanics (transcription and skill identification)</b>  (3/15 points)	Transcription is nearly error-free, and all examples of skills are identified correctly. (3)	Transcription has some errors and some examples of skills are identified correctly. (2)	Transcription has many errors and only a few examples of skills are identified correctly. (1)	Transcription is inaccurate and skills are not identified. (0)