

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling and Special Education**  
**Counselor Education Program**

**Summer 2011**

**COURSE TITLE: COUN 6860 – COUNSELING CHILDREN AND ADOLESCENTS**

**CREDIT:** 3 semester hours (3-0-3)

**PREREQUISITES:** Admission to the Counselor Education Program

**TIME: Saturdays, 8:30am-4:30pm; 5/21; 5/28; 6/4; 6/11; 6/18**

**LOCATION: Allgood Hall E156**

**INSTRUCTOR:** Richard G. Deaner, Ph.D., LPC, NCC  
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**COURSE DESCRIPTION:**

This course has been specifically designed for graduate students specializing in the school counseling track and for those students in the community counseling specialty that hold a professional interest in working extensively with children and adolescents in a variety of community practice settings. The course is designed to address both theoretical and practice aspects of counseling children. The course will synthesize concepts from research and practice and will involve students in current methods for helping children and adolescents with specific developmental, social, or behavioral problems. Special issues relative to counseling exceptional children, as well as children attempting to contend with divorce, death, abuse, satanic cults, homelessness, alcoholism, and AIDS will also be addressed. (GA - PSC Standards 1 & 3)

**TEXTBOOKS:**

Vernon, A. (2009). *Counseling children & adolescents* (4<sup>th</sup> ed.). Denver, CO: Love Publishing.

Taffel, R. (2005). *Breaking through to teens: A new psychotherapy for the new adolescence*. New York, NY: Guilford Press.

Kaduson, H. G. & Schaefer, C. E. (2006) (Eds.). *Short-term play therapy for children* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.

**LIVETEXT:** All students enrolled in programs in the College of Education are required to purchase the LiveText system through the bookstore. LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload portfolio and other documents to the LiveText system prior to graduation. The Live Text system works better with the Mozilla Firefox

browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to your computers.

### **COURSE OBJECTIVES - Knowledge**

Upon completion of this course, students will be able to demonstrate that he/she:

1. Knows about typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments (CA Foundations-A4);
2. Knows the concepts and processes of effective counseling and wellness programs for individuals and groups of students (CA Counseling Interventions-A1);
3. Knows how to plan, organize and implement programs to enhance students' academic, social, emotional, career, and other developmental needs (CA Counseling Interventions-A2);
4. Knows strategies for helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school and community crises (CA Counseling Interventions-A3);
5. Knows the components of career development programs (CA Counseling Interventions-A4);
6. Understands group dynamics, including counseling, psycho-educational, task, and peer helping groups; and the facilitation of teams to enable pupils to overcome barriers and impediments to learning (CA Counseling Interventions-A5);
7. Understands curriculum design, lesson plan development, classroom management strategies and instructional strategies for teaching counseling and guidance related material (CA Achievement-A4);
8. Understands of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration (CA Collaboration-A1)
9. Understands the influence of multiple factors on pupil achievement (CA Assessment-A1);
10. Understands issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide) (CA Assessment-A2), and;
11. Understands approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs (CA Assessment-A3).

### **Skills/Practices**

Upon completion of this course, students will be able to demonstrate that he/she can:

1. Utilize individual and group techniques that incorporate play therapy and creative counseling appropriate for children, adolescents and their families in a variety of settings;
2. Apply legal and ethical issues when counseling children and adolescents;
3. Utilize creative techniques specific to the developmental needs of pre-adolescents and adolescents.
4. Design and implement interventions/treatment plans for student problems that demonstrate an understanding of the effects of (a) health and development factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development (CA Foundations B2);
5. Demonstrates self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups (CA Counseling Interventions-B1);

6. Provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students (CA Counseling Interventions-B2);
7. Plan, organize and implement programs, including peer programming interventions, that enable pupils to understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals (CA Counseling Interventions-B3);
8. Demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school and community crises (CA Counseling Interventions-B4);
9. Design and implement programs of wellness promotion, prevention, treatment and intervention services (CA Counseling Interventions-B5);
10. Apply educational counseling interventions to assist students and parents at points of educational transition (CA Counseling Interventions-B6);
11. Apply and use knowledge of pedagogical and counseling methods and techniques as well as knowledge of content, the school, family, and community contexts in which they will work to design meaningful counseling and learning experiences to support the achievement of all students (CA Achievement-B2);
12. Work with parents, guardians, and families to act on behalf of their children to address problems that impact students' effectiveness in school (CA Collaboration-B2);
13. Assess and interpret students' needs, recognizing uniqueness in culture, languages, values, backgrounds and physical abilities (CA Assessment-B1);
14. Analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational program (CA Assessment-B2);
15. Assess student needs and make appropriate referrals to school and/or community resources (CA Assessment-B3), and;
16. Select appropriate assessment strategies that align with stated goals for affective and cognitive development and learning that promotes the academic achievement, career planning and personal/social development of all students (CA Assessment-B4).

### **CONCEPTUAL FRAMEWORK: UNDERSTANDING FOR TEACHING, TEACHING FOR UNDERSTANDING**

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce prepared, able, and responsive professionals to teach diverse learners.

Element: Prepared (PD)

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences

that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate a knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

### **How This Course Supports the Board of Regent's Principles**

The course content and activities prepare students to demonstrate competence in the following professional practices:

IIA(6). Provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.

IIA(8). Assess student needs and make appropriate referrals to school and/or community resources.

### **TECHNOLOGY COMPETENCIES**

Students will:

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision-making.
3. Use computer-based technologies to access information to enhance personal and professional productivity.

**METHOD OF INSTRUCTION:** This course will utilize lecture, discussion, role-playing, videos, research, and demonstration of skills.

**COURSE OUTLINE:**

<b>Date</b>	<b>Reading Assignment</b>	<b>Topics and Activities</b>	<b>Assignments Due</b>
DAY 1 <i>May 21</i>		Course introduction; student introductions; review syllabus and skills demonstration; informed consent; discussion of DSM IV	
DAY 2 <i>May 28</i>	Vernon Ch. 1-4  Kaduson & Schaefer Ch. 1-5	Developmental considerations; individual counseling process; expressive techniques; play therapy	*Name of child selected  *Show and Tell Presentation
DAY 3 <i>June 4</i>	Vernon Ch. 5, 6	Theoretical considerations; brief counseling; Rational-Emotive Behavior Therapy	*Teens Paper  *Show and Tell Presentation
DAY 4 <i>June 11</i>	Vernon Ch. 7-11  Kaduson & Schaefer Ch. 10-13	Exceptional children; diversity; special needs; at-risk youth; groups	*Show and Tell Presentation
DAY 5 <i>June 18</i>	Vernon Ch. 12-14  Kaduson & Schaefer Ch. 6-9	Developing a developmental curriculum; working with parents; family counseling	*Skills Demonstration & Papers

**\*Important Note:** The instructor reserves the right to amend syllabus requirements according to the needs and evaluation of students as well as unexpected extraneous circumstances.

**PERFORMANCE ASSESSMENT:**

**Grades**

100 pts	2 Pop Quizzes (50 pts each)
150pts	3 Show and Tell Presentations (50 pts each)
200 pts	Paper on Teens
250 pts	Group Presentation (50 pts)/Proposal (200 pts)
<u>300 pts</u>	Skills Demonstration/Case Conceptualization/Case Critique

1000 pts                      **Total**

The grading scale is: A=900-1000    B=800-890    C=700-790    D=600-690    F=590 or below

All assignments are to be written in APA style according to the 6<sup>th</sup> edition manual.

**SPECIFIC COURSE REQUIREMENTS:**

**Attendance and Participation**

Due to the nature and structure of this class, attendance, punctuality, and participation are essential to the learning process. Your absence prevents your full participation in this learning process, as there is obviously no way to “make up” for practice and demonstration time lost. Therefore, FIVE points will be deducted from your final grades for each absence. Being tardy by more than 15 minutes will equate an absence for that course session.

**Pop Quizzes**

There will be two pop quizzes implemented during the course of the class. Each quiz will be taken directly from textbook readings as well as classroom handouts, videos, and discussions. These quizzes will consist of 5-50 questions in various formats. Most topics will require the student to apply understanding multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

**Show and Tell**

During the course of this class, you will visit a local toy store and study how toys are assorted, displayed, packaged, and/or located. You will be responsible for buying, making, and/or bringing three toys during the course of this class. Starting the second class, each student will present their individual toy to the class by providing a very brief 5 minute presentation. During this presentation, you will be required to discuss why you selected to make/buy/bring your particular toy, the age group that is appropriate, and the possible purpose(s) of utilizing the toy. You will provide a

1 page summary discussing these three aforementioned notions. There should be 1 page per toy. Each week, you will submit your one page paper and present your toy to the class. Further discussion will be provided during the first class.

### Group Proposal

You and a partner will write a group proposal about a particular issue relating to children and/or adolescents and the implications for counseling. The main purpose of your investigation is to review important considerations when forming groups and to learn more about appropriate group topics for children in schools that create a positive environment for student learning. The proposal will address a particular issue that commonly occurs in children or a phenomenon that may affect children differently than adults. Some examples may include:

Depression in children      Bullying      Parent deployment      Witnessing domestic  
violence Grief Sexual abuse      Divorce      Identifying children at risk for violence  
Self-Esteem  
Having a parent in prison      Assertiveness Training      Decision-Making Skills

You will complete the proposal plan and include descriptions of six or more lessons while utilizing evidence-based successful interventions. Be sure to pay close attention to the diversity of developmental needs of the students with whom you plan to work. These lesson plans should include concise yet complete instructions on how the group will proceed (assessment of group members, format, process, goals, interventions, and evaluations). Be sure to include a preface page(s) at the beginning of your proposal that explains an overview, your rationale, and theoretical viewpoints regarding your particular topic of group work. You will report your findings in a brief 10 minute PowerPoint presentation to the class in which you will provide an organized and detailed group plan for classmates (**provide copies for classmates**). Proposals and presentations will be graded according to whether you selected appropriate goals for the school population you described, whether your plan is realistic, whether you explained your lessons in an organized and complete manner, if your evaluation method is appropriate, your creativity with activities and interventions, and whether you expressed yourself well. Grading will be evaluated according to the combined effort of both students.

In writing this proposal you should adhere to *American Psychological Association (APA) Manual* guidelines. Your paper will be typed and double-spaced. It will include at least three references that may be books on the group proposal topic, peer-reviewed web or journal articles. This portion of the group plan should read like an instruction manual on how to conduct a particular group. An organized and detailed outline should also be included and does not count toward the necessary five pages. All articles should be published within the last five years and preferably issued from American Counseling Association (ACA) journals. The ACA journals include the following:

*Journal of Counseling and Development*  
*Counseling and Values*  
*Counselor Education and Supervision*

*Elementary School Guidance and Counseling*  
*Journal of Addictions and Offender Counseling*  
*Journal of College Student Development* (published by ACPA, a former ACA division)  
*Journal of Humanistic Education and Development*  
*Journal of Employment Counseling*  
*Journal of Mental Health Counseling*  
*Journal of Multicultural Counseling and Development*  
*Journal for Specialists in Group Work*  
*Measurement and Evaluation in Counseling and Development*  
*Rehabilitation Counseling Bulletin*  
*The Career Development Quarterly*  
*The Family Journal: Counseling and Therapy for Counseling and Families*  
*The Professional School Counselor*  
*The School Counselor*

\*Note: If you choose to do this assignment with a partner, your overall grade will be the same for both members. For all students, papers will be due the same day in which you present.

### **Paper on Teens**

Taffel (2005) provides a unique and comprehensive approach to working with contemporary teens. For this paper, you will provide an overview of his style of working with teens. This paper should discuss his theoretical and philosophical perspective, concepts and dimensions, and unique approaches in an organized manner. Also, be sure to include a section devoted to your critique of the book at the end of your paper. In writing this paper you should adhere to guidelines for research papers in the *American Psychological Association (APA) Manual*. Your paper should be typed, double-spaced, and 4-6 pages in length. Please approach this assignment as if you are teaching someone who has not read the book about working with teens.

### **Skills Demonstration/Case Conceptualization/Case Critique**

You will facilitate two mock counseling sessions. First, you will meet with a parent and child (or parent alone). Next, you will meet with only the child. **Family members are excluded from potential participants.** In the first session, you will gather basic background information from the family on a form to be provided. In the second session, you will create a tape of a 30 minute mock counseling session utilizing play therapy skills and creative techniques with a child or adolescent of your choice. Taped vignettes **MUST** be with a child or adolescent between the ages of 3 and 17. Make certain to get written consent from the legal guardian(s) of the child or adolescent that you will utilize for this assignment prior to conducting and taping your counseling session. **In doing so, be sure to provide a discussion of confidentiality with the parent and child.**

When you turn in your SKILLS DEMONSTRATION tape, you will also provide:

- 1) A copy of a SIGNED CONSENT FORM for the client in your tape.
- 2) A CASE CONCEPTUALIZATION of the child and realistic treatment plan. A format will be provided.
- 3) A CASE CRITIQUE will be provided after you watch your videotape. In this critique, you will

write at least 3 pages and will include the following details:

- a) Identification of specific themes or issues, if any, exemplified throughout your client's behavior; Be sure to build upon the developmental levels of the child/adolescent as well any diversity issues related to students, families, and/or communities.
- b) A summarization of the specific play therapy skills and other communication skills and intervention techniques that you utilized with this client divided into two categories:  
*Strengths*  
*Areas for Growth;*
- c) Reflections about your overall reactions to the client and how such reactions might influence your work with this client or future clients.

Note: All assignments are due on the date specified unless alternative arrangements have been discussed with the instructor prior to the due date. Those assignments turned in late without prior notification will receive a five percent reduction for every day past due.

## **OTHER IMPORTANT INFORMATION**

### **Written Assignment Guidelines:**

All written assignments, with the exception of weekly reflections, are to follow APA 6<sup>th</sup> edition guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in 12 point Times New Roman font.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.
- A reference page should accompany each assignment when citations or references occur within the assignment text.
- Neither the title page nor reference page may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

### **Due Dates**

Unless otherwise indicated, any assignment may be submitted before the due date. All assignments are expected to be completed and submitted no later than 5:00 p.m. on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent grade reduction per day past the due date, in accordance with program guidelines.

### **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

### **JAGMail Accounts**

Students are encouraged to check their JAGMail accounts daily. Students are responsible for any assignments or deadlines sent to them via JAGMail. If you have trouble accessing your JAGMail account, you should contact Information Technology Services at 737-1676. Computers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

### **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at [www.aug.edu/clinical](http://www.aug.edu/clinical) and the Counselor Education Program website at [www.aug.edu/counselor\\_ed/](http://www.aug.edu/counselor_ed/). A variety of forms, some interactive, may be downloaded from the websites. There also are newsletters, registration information, and announcements, which students will find useful. Most forms are in Adobe Acrobat format. All campus computers have Adobe Acrobat Reader software installed, and students can download Adobe Acrobat Reader software for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **Writing Assistance**

Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

Additional writing support is offered through the ASU Writing Center, located in University Hall 235. The Writing Center is open Mondays through Thursdays (9-3 and 5-8) and Fridays (9-2) and may be contacted at 706-737-1402. For additional support with APA guidelines, refer to the APA website ([www.apastyle.org](http://www.apastyle.org)). A handout on APA Guidelines is available on the Department of Educational Leadership, Counseling, and Special Education under Student Resources ([http://www.aug.edu/clinical/ELCSE\\_APA\\_Guidelines.pdf](http://www.aug.edu/clinical/ELCSE_APA_Guidelines.pdf)).

### **Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let your instructor know promptly about problems or concerns with assignments or

requirements of the course.

### **Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

### **Cell Phones/Laptop Computers**

Use of cell phones for calls, text messaging or other tasks is prohibited in class. Laptop computers may be used for note taking as long as they are not a distraction to students.

## **BIBLIOGRAPHY**

Axline, V.M. (1969). *Play therapy* (Revised ed.). New York: Ballantine.

Capuzzi, D. & Gross, D. R. (2000). *Youth at risk* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.

Elkind, D. (2007). *The power of play: How spontaneous imaginative activities lead to happier, healthier children*. Cambridge, MA: De Capo Press.

Fonagy, P., Target, M., Cottrell, D., Phillips, J., & Kurtz, Z. (2005). *What works for whom: A critical review of treatments for children and adolescents*. New York: Guilford.

Glasser, W. (2002). *Unhappy teenagers*. New York: Harper-Collins.

Howell, J. C. ((2003). *Preventing and reducing juvenile delinquency: A comprehensive framework*. Thousand Oaks, CA: Sage.

Landreth, G. L. (2002). *Play therapy: The art of the relationship*. New York: Brunner-Routledge.

Pipher, M. (1995). *Hunger pains*. New York: Ballantine.

Schmidt, J. J. (1999). *Counseling in schools* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.

Somers-Flanagan, J. & Somers-Flanagan, R. (1997). *Tough kids, cool counseling: User-friendly approaches with challenging youth*. Alexandria, VA: American Counseling Association.

Stone, L. A. & Bradley, F. O. (1994). *Foundations of elementary and middle school counseling*. White Plains, NY: Longman.

Thompson, C. L. & Rudolph, L. B. (2000). *Counseling children* (5<sup>th</sup> ed.). Belmont, CA:

Wadsworth/Thompson Learning.

Wehrly, B. (1996). *Counseling interracial individuals and families*. Alexandria, VA: American Counseling Association.

Wood, M. M. & Long, N. J. (1991). *Life space intervention*. Austin, TX: Pro-Ed.