

Master of Arts in Counseling

Course Syllabus

Course Information COUN617 - Counseling Children & Adolescents Spring 2019 2 Semester Hours	Location/Date/Time Room: SB003 Wednesday, 3:30 - 5:30 October 2, 2019 – December 11, 2019
---	--

Instructor's Information:

Cheree Hammond, PhD

Email: cheree.hammond@emu.edu

Office Phone: 540.432.4228

Office Hours: by appointment

Course Description:

Children and adolescents have very distinct needs. They have their own ways of communicating, and their own ways of understanding and navigating the world. This course provides an introduction to counseling interventions appropriate for children and adolescents.

Course Goals and Objectives:

Participants in this course will demonstrate the following capacities:

1. To understand and meet the unique needs of children and adolescents
2. To understand and meet the needs of children & teens who have experienced trauma
3. To understand the use of play as a tool of growth and communication for children
4. To develop skills in play therapy modalities
5. To demonstrate skills in working with adolescents
6. To develop skills for working collaboratively with parents
7. To develop skills for use in environmental assessments and systematic behavioral observations (CACREP 2016 2.F.7.j. This competency is delivered through lecture and assigned readings)

Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

Technology:

- **Please turn cell phones off and please do not text during class as it is disruptive and takes away from the focus of the class.** Inadvertently, we all forget to

turn them off and that's okay. If for some reason you need to have your cell phone on, please let me know prior to class.

· The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

Prerequisites:

Human Life Span Development

Required Texts and Other Resources:

- **Required Reading:**

Edgette, J. (2006). *Adolescent therapy that really works: Helping kids who never asked for help in the first place*. NY: Nortong.

Gil, E. (2006). *Helping abused and traumatized children: Integrating directive and nondirective approaches*. NY: Guiliford Press.

Landreth, G. (2005). *Play therapy: The art of the relationship*. NY: Brunner-Routlage.

- **Recommended Reading:**

Burdick, D. (2014). *Mindfulness skills for kids & teens: A workbook for clinicians and clients with 154 tools, techniques, activities & worksheets*.

Halstead, R., Pehrsson, D., & Mullen, J. (2011). *Counseling children: A core issues approach*. NY: American Counseling Association.

Joiner, L. (2012). *The big book of therapeutic activity ideas for children and teens: Inspiring Arts-Based activities and character education curricula*.

Neven, R. (2016). *Time-limited psychodynamic psychotherapy with children and adolescents: An interactive approach*. NY: Routlage.

Wright, A., & Jaffe, K. (2014). *Six steps to successful child advocacy: Changing the world for children*. Thousand Oaks, CA: SAGE.

Course Requirements and Procedures:

Attendance Policy: Due to the interactive nature of this training experience, students are **required** to attend and actively participate in **ALL** class sessions. Attendance and active participation are

necessary for mastery of course material. Class work will build upon weekly assignments. Please make a commitment to attend every class punctually. If you know you will be absent, please let me know at the beginning of the semester or a class period in advance. If an emergency arises, please call or email me and let me know you will not be in class.

Group led discussion/presentation (30 points): Small groups will lead a 40 minute discussion on a diagnosis, its treatment as applied to a developmental stage of childhood or adolescence. Each group should offer an activity for use in the therapy room (including an activity handout) and an educational handout for use by the therapist (such as describing an intervention or therapeutic approach) that will accompany the presentation. Points will be awarded based on clarity of presentation, honoring the time minimum/limit, and contribution to course content. The content of your presentation should deepen the content already available in your textbooks. Follow the rubric on page 8 of this syllabus for best outcome).

Play Reflection (10 points) [CACREP 2016 2.F.7.j.]: Each student will identify a child within the community and spend at least 30 minutes observing and tracking play. Each student should write a reflection describing the child's play noting the level of developmental appropriateness and major themes evident in the play. Your reflection should include a description of your strengths in tracking and holding a space for imaginative play well as a discussion of what you might have done differently in order to improve the therapeutic value of the exchange, though this is not a therapy session. Your paper should be between 5-7 pages of text. Your paper will be evaluated on its depth of reflection, whether or not the paper covers each of the indicated areas substantively, and meets the minimum page limit. (Follow the rubric on page 8 of this syllabus for best outcome).

Exam (30 points): Students will be provided with scenarios and asked to address them. The exam will be graded on the skillful integration of course content into responses to the scenarios.

Participation & Preparation (5 points): It is essential that you maintain pace with the readings in this course and that you are able to contribute to discussions about the readings. **Full participation in each class is also important for your learning. Full participation means that you are contributing to the small and large group discussions and activities (including play).** This is a process-oriented class and material presented cannot be made up. If you are sick or if an emergency arises which impacts your attendance, please contact me immediately so we can make arrangements for your absence. **Cell phones should be turned off during class as part of your being fully present in class.** You will be unable to earn participation points on days that you don't attend class.

Round Table Participation (15 points): Each student will choose a round table topic, either childhood trauma or multicultural dimensions of childhood (We will have 2 round tables for each topic, for a total of 4 round tables over two class periods). Each student will contribute to a sub-topic table presentation, for instance Childhood Trauma: Supporting Children Through Foster Care Placements or Multicultural Dimensions of Childhood: Recent Immigration and the Dynamics of Straddling Two Cultures. Round table discussions will begin with a 30 minute presentation of

information and will include a handout for classmates. Table discussions should include time for questions or interactive learning.

Schedule and Topics:

Course Schedule

	Date	Subject	Reading/Assignments Due
10/2		Childhood: Theater of Symbolism	
10/9		Play Therapy: Theory	Reading: Landreth: Chapters 2-8 (Careful reading of 2, 5, 6, & 7)
10/16		Play Therapy: Skills	Reading: Landreth: Chapters 9-16 (Careful reading of 9-13 & 15)
10/23		Child Abuse & Neglect CACREP 2016 2.F.7.j. Guest Speaker	
10/30		Working with Parents Presentation 1: Interventions with Children/Parents	Reading: Gil: Chapters 1-4 (Careful reading) ACE Quiz: take the ACE Trauma Quiz by typing in key words “take the ACE quiz NPR”
11/6		Play-Based Trauma Interventions Presentation 2: Interventions with Children Guest Speaker: Hillary Wing-Richards, LPC	Reading: Gil: Chapters 5-7 (Careful reading of 7) Play Interaction Reflection Due
11/13		Creating Connections Presentation 3: Interventions with Teens	Reading: Edgette: Chapters 1-4 (Careful reading)
11/20		Identity, Story and Efficacy Development Presentation 4: Interventions with Teens	Reading: Edgette: Chapters 5-8 (Careful reading)

11/27	Sandtray for Children & Adolescents	Reading Provided
12/4	Assessing Needs Using the 'Core Issues' Approach	Reading Provided Final Exam Due
12/11	Class Wrap-Up	Due: Exam

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Grading Criteria and Other Policies:

Grading Scale (based on percentage)

A 93 B+ 85 B- 78

A- 88 B 80 C 76

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

- **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

- **Turnitin:**

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

- **Moodle:**

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

- **Academic Support Center**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

- **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

“The Federal Office of Human Research Protection defines research as follows:

Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal.”

- **Graduate Writing Center:**

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

- **Course Extensions and Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete)" for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

- **Title IX:**

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Irene Kniss, Title IX Coordinator, can be reached at 540-432-4302 or irene.kniss@emu.edu.

Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health

Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Resource List

Association for Play Therapy

<http://www.a4pt.org>

Child Therapy Toys

<http://www.childtherapytoys.com/store/index.html>

The Theraplay Institute

<http://www.theraplay.org>

Virginia Association for Play Therapy

<http://vapt.cisat.jmu.edu>

Journals of Interest

- Attachment & Human Development
- Child & Family Behavior Therapy
- Journal of Child & Adolescent Mental Health
- Journal of Child Psychotherapy
- Journal of Child Sexual Abuse
- Journal of Clinical Child & Adolescent Psychology
- Journal of LGBT Youth

Group-Led Discussion/Presentation Rubric

(30 points)

Each group will be comprised of 3-4 people. The presentations should focus on a diagnosis & treatment as well as a childhood timeframe, such as Treating Social Phobia in Teens.

- Each presentation will should last 40 minutes
- Each group should offer an activity for use in the therapy room, which should include instructions for how to use the activity, materials needed and so on
- Each group should include educational handout for use by the therapist (such as describing an intervention or therapeutic approach) or for parents (which would describe the diagnosis in lay terms and outline ways parents can be supportive)

- Points will be awarded based on clarity of presentation, honoring the time minimum/limit, and contribution to course content. The content of your presentation should deepen the content already available in your textbooks.

**Play Reflection Rubric
(10 points) [CACREP 2016 2.F.7.j]:**

Each student will identify a child within the community and spend at least 30 minutes observing and tracking play.

- Each student should write a reflection describing the child’s play noting the level of developmental appropriateness and major themes evident in the play.
- Your reflection should include:
 - A brief demographic/developmental description of the child
 - § age, gender, your impressions of the child’s meeting or not meeting general developmental markers (how difficult or easy is it for the child to separate from a parent to play with you, for example, is the child able to engage in imaginative play, is the language and physical development about what you would expect from a child this age? Use your human growth and development text for support)
 - A description of your strengths in tracking and holding a space for imaginative play
 - A discussion of what you might have done differently in order to improve the therapeutic value of the exchange, though this is not a therapy session.
- Your paper should be between 5-7 pages of text.
- Your paper will be evaluated on its depth of reflection, whether or not the paper covers each of the indicated areas substantively, and meets the minimum page limit.

**A Track: Article/Chapter Review Rubric
(A Track Students Only 15 points):**

First, develop a question related to treating children or adolescents. Next, identify an article or chapter that begins to answer that question. Finally, write a brief reflection, first identifying your question, reviewing the article/chapter, and, finally, noting how the article or chapter begins to answer the question. Your reflection should be 3 pages in length.

Writing Standards – Graduate Level (revised Spring 2012)

<u>Criteria</u>	<i>A excellent</i>	<i>B good</i>	<i>C minimal expectations</i>	<u>Comments</u>

<p>Content <i>(quality of the information, ideas and supporting details.)</i></p>	<ul style="list-style-type: none"> - shows clarity of purpose - offers depth of content - applies insight and represents original thinking 	<ul style="list-style-type: none"> - shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking 	<ul style="list-style-type: none"> - shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking 	
<p>Structure <i>(logical order or sequence of the writing)</i></p>	<ul style="list-style-type: none"> - is coherent and logically developed -uses very effective transitions 	<ul style="list-style-type: none"> -is coherent and logically developed -uses smooth transitions 	<ul style="list-style-type: none"> -is coherent and logically (but not fully) developed -has some awkward transitions 	
<p>Rhetoric and Style <i>(appropriate attention to audience)</i></p>	<ul style="list-style-type: none"> - is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read 	<ul style="list-style-type: none"> - displays concern for careful expression - uses some variation in sentence structure -may be wordy in places 	<ul style="list-style-type: none"> - displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose 	
<p>Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i></p>	<ul style="list-style-type: none"> - uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully 	<ul style="list-style-type: none"> - uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas 	<ul style="list-style-type: none"> -uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper 	

<p>Source Integrity <i>(appropriate acknowledgment of sources used in research)</i></p>	<ul style="list-style-type: none"> - cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style 	<ul style="list-style-type: none"> - has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors - makes several errors in documentation style. 	
<p>Conventions <i>(adherence to grammar rules: usage, mechanics)</i></p>	<ul style="list-style-type: none"> - uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - almost always uses well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader 	
<p>The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				<p><u>Grade</u></p>