

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

EDCD 606.201– Counseling Children and Adolescents
4 Credits, Fall 2017

Thursdays 4:30 – 7:10 PM Krug Hall Room 107 – Fairfax
Saturday, October 7th 9:00 – 4:30 PM Krug Hall Room 107 – Fairfax
Saturday, October 14th 9:00 – 4:30 PM Krug Hall Room 107 – Fairfax

Faculty

Name: Victoria Stone, PhD, LPC
Office Hours: By Appointment
Office Location:
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 provides 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)

Upon completion of this course, students will have met the following professional standards: 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* (2nd 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.

Vernon, A. (2002). *What Works When with Children and Adolescents: A Handbook of Individual Counseling Techniques*. Champaign, IL: Research Press.

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, Reading and Attendance (*15% 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 attend every class.
- b. **Punctuality** - every student is expected to be ready to participate when class begins, and to stay for the duration of class time.
- c. **Reading** – every student is expected to read *all* of the assigned material each week.
- d. **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions, willingness to practice, role play, and demonstrate skills).
- 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 reading, 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: Recordings, 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* (3) 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 are available via BlackBoard). Each session will be between ten (10) and twenty (20) minutes (attention should be paid to the age and developmental level of the child), 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 ten (10) minute section of the session. In the far left column of the transcription, list exactly what was said during the session, using **CO** for the counselor's statements and **CT** for the client's statements. 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 Counselor Responses	Skill Used	Comments
CO: 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?”
CT: I am having a problem with my boyfriend.		
CO: 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.
CT: I think he is keeping something from me. He is acting differently and seems very distant. He has never been like this before		
CO: 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.”

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, (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 3: 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 10 to 15 minutes with an additional 15-20 minutes reserved for practice time with student audience (total presentation should not exceed 30 minutes). 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 4: Skills Analysis and Self-Reflection Paper (15% 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, areas of growth throughout the semester regarding counseling skills, and a specific plan to improve 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 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 course 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. 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, flash drives containing video-taped counseling sessions will also be accepted.* 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. Most 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) 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, Reading, and Attendance	15%
Counseling Children and Adolescents Intervention Showcase	25%
Skills Analysis and Self-Reflection Paper	15%
Counseling Tape #1	15%
Counseling Tape #2	15%
Counseling Tape #3	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

See <https://cehd.gmu.edu/students/policies-procedures/>

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

Class Schedule

Week	Date	Topic(s) Activities	Readings Due	Assignment(s) Due
1	August 31, 2017	Orientation & Introductions Syllabus <i>Basic Skill Review</i>		
2	September 7, 2017	Counseling children and adolescents <i>Session Structuring</i>	Vernon: 1 & 2 CC et al.: 1 & 2 Wk. 2 Article: Basic Skills	
3	September 14, 2017	Expressive and Creative Counseling Techniques <i>Goal-setting</i>	Vernon: 3 & 4 CC et al.: Ch. 3 Wk. 3 Articles: Play Therapy	
4	September 21, 2017	<i>Case Reflection & Review</i>		Due: Recording #1
5	September 28, 2017	Counseling Children from Diverse Backgrounds <i>Broaching Cultural Factors</i>	Vernon: Ch. 8 CC et al.: Ch. 4 Wk. 5 Article: MCC	
6	October 5, 2017	Brief Therapy with Children and Adolescents <i>Solution Focused Techniques</i>	Vernon: Ch. 5 CC et al.: Ch. 5 Wk 6 Article: SFBT	
Saturday Class	October 7, 2017	Creative/Expressive/Play Therapy Student Presentations		Due: Group Presentation
7	October 12, 2017	Online Class & Work Session	Wk. 7 Articles: Strategies	Bb discussion
Saturday Class	October 14, 2017	Creative Counseling Techniques		
8	October 19, 2017	Counseling at-Risk Children and Adolescents <i>Mandated Reporting, Motivational Interviewing</i>	Vernon: Ch. 10 Cook-Cottone et al.: Ch. 6	
9	October 26, 2017	Case Reflection & Review		Due: Recording #2
10	November 2, 2017	Rational Emotive Behavioral Therapy with Children & Adolescents <i>Skill Work</i>	Vernon: Ch. 6	
11	November 9, 2017	Topic: Counseling Children with Special Needs/Exceptional Children <i>Advanced Skills Review</i>	Vernon Ch. 7 & 9 Wk. 11 Articles: Except. Children	
12	November 16, 2017	Topic: Resiliency Based Counseling with Children and Adolescents <i>Skill Work</i>	Wk. 12 Articles: Resiliency	

	November 23, 2017	Thanksgiving Break		
13	November 30, 2017	School-Based Family Consultation <i>Case Presentations & Reflection on Growth</i>	Vernon: Ch.13 & 14 Week 13: Articles	Due: Recording # 3
14	December 7, 2017	Topic: Group Counseling with Children and Adolescents Final Class Meeting <i>Course Evaluation</i>	Vernon: Ch. 11 Wk.14 Articles: Group Counseling in Schools	Due: Skills-Analysis and Self- Reflection Paper
15	December 14, 2017	Finals Week		

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Assessment Rubric(s)

EDCD 606 Results Report Rubric

CATEGORY/PERCENTAGE	Exceeds Standards 4 A to A- (94 to 100)	Meets Standards 3 B+ to B (87 to 93)	Approaching Standards 2 B- to C (80- 86)	Below Standards 1 F (79 and below)
Demonstration of Counseling Skills (4/15 points) CACREP Counseling Prevention and Intervention: D2	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)
Counseling Session is Structured (4/15 points) CACREP D2	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)
Analysis and Reflection (4/15 points) CACREP D5	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)
Mechanics (transcription and skill identification) (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)