Instructor:  Donna A. Henderson  
Office: Tribble A115  
e-mail: henderda@wfu.edu

Time and Location:  Wednesdays, 2 – 4:30, A 115 Tribble Hall

Course Content: Course Description:  
This course explores theory, techniques and issues to provide specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents.

Method of instruction: The course format includes lecture, group discussion, demonstration and experiential activities.

Objectives: Knowledge, Skills and Practices

Upon completion of this course, student will have the knowledge and skills outlined in the following CACREP School Counseling standards. The lettering and numbers refer to specific guidelines from CACREP.

SCHOOL COUNSELING FOUNDATIONS
Knowledge (CACREP A.1,6,7) Skills and Practices (CACREP B.1)

COUNSELING, PREVENTION, AND INTERVENTION
Knowledge (CACREP C1,2,3,5,6)  
Of theories and processes of effective counseling; program development’ identifying strengths and coping strategies; group dynamics and crisis intervention  
Skills and Practices (CACREP D1,3,4)  
Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms; implements programs for those with (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development; and demonstrates the ability to use procedures for assessing and managing suicide risk.

DIVERSITY AND ADVOCACY
Knowledge (CACREP E.3,4)  
Understands 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.

ASSESSMENT
Knowledge (CACREP G.2)  Skills and Practices (CACREP H 1 – 5)
Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities; selects appropriate assessment strategies; analyzes assessment information in a manner that produces valid inferences; makes appropriate referrals to school and/or community resources; and assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH AND EVALUATION
Knowledge (CACREP I.1,4)  Skills and Practices (CACREP J.1)

COLLABORATION AND CONSULTATION
Knowledge( CACREP M.1,5,7)  Skills and Practices (CACREP N. 1-3, 5)

Texts:


Highly Recommended:


Student Performance Evaluation Criteria and Procedures

1. Two tests:
   The first test will cover the Counseling Children text and the second test will cover the section of the class on behavioral disorders of children. Skills exercises from Kottman’s book will be included on both tests.
   Test one will cover objectives School: A.2.6; B.1; C.1.3.5.6; E.4; H.1.2.3; I.1.4; M.5
   Test two will cover objectives School: A.2.6; C.2.3.5; D.3.4; E.4; G.2; H.4; I.1.4; J.1; M.1

2. Class presentation.
   Give a class presentation that focuses on appropriate interventions for children who have the behavioral disorder you have researched. Your presentation should include the prevalence of the disorder definition of the disorder, the diagnostic criteria for the disorder, how to identify children who are particularly vulnerable and the recommended approaches for intervention. Discuss the “best practices” that you have found for working with children who have the disorder. Your product should be a protocol of care for children and/or adolescents in this area. You will discuss this section in class on the day assigned on the sign-up sheet. This assignment covers objectives School: A.2; B.1; C.1.2.3; D.3; E.4; H.1.2.3; I.1.4; J.1; N.1.2.3.5

3. Play Therapy Skills
   You will lead a skill development activity for your fellow classmates. You should plan to review the concept, demonstrate the skill, and have your peers practice it. Include some type of outcome measurement of their demonstration and provide them with an evaluation form so they can rate your effectiveness as an instructor.
   Presentation: School: A.6; C.2.3; I.3; M.3; O.1.2

4. Psycho-educational Group Plan for Parents OR Children
   You will create a 6-session group plan designed to teach parents or children. For example you may teach parents the goals of misbehavior or you might teach children some social skills. Use this article for your planning and formatting: Susan Furr (2000): Structuring the group experience: A format for designing psychoeducational groups, The Journal for Specialists in Group Work, 25:1, 29-49
   Link to this article: http://dx.doi.org/10.1080/01933920008411450
   School: A.6; B.1.2; C.1.2.3; D.3; E.3; F.2; I.1; J.1; M.1.3; P.2

Grades:
- Tests: 50%
- Class Presentation: 25%
- Skills/Group Plan: 25%

Grading Scale:
- A = 100 – 93
- A - = 92 - 90 points
- B + = 89 - 87 points
- B = 86 – 83 points
- B - = 82 – 80 points
- C = Between 80 points – 60
- F = 60 and below
# Tentative Schedule of Classes and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>8/31/11</td>
<td>Childhood – reviewing history of counseling, understanding interactive systems and life-span development</td>
<td>Counseling Children, Chapter 1 &amp; 2 Play Therapy, Chapters 1 &amp; 2 Assignment: Developmental highlights</td>
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<tr>
<td>9/7/11</td>
<td>Counseling Process – common factors, stages, outcomes, systems; L &amp; E</td>
<td>Counseling Children, Chapters 3, 4, 17, 18 Play Therapy, Chapter 4 Assignment: Strengths and challenges (D.1)</td>
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<tr>
<td>9/14/11</td>
<td>Affective Approaches – Child-centered counseling</td>
<td>Counseling Children, Chapter 6,17, 18 Play Therapy, Chapter 5; 3, pgs. 43-47</td>
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<tr>
<td>9/21/11</td>
<td>Play Therapy Skills Session; Brain development</td>
<td>Play Therapy, Chapters 1-4 Last three websites on page</td>
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<tr>
<td>9/28/11</td>
<td>Affective Approaches – Individual psychology</td>
<td>Counseling Children, Chapter 11,17,18 Play Therapy, Chapter 3, pgs. 38-42, Chapters 6 &amp; 7</td>
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<tr>
<td>10/5/11</td>
<td>Behavioral Approaches - Behavioral counseling</td>
<td>Counseling Children, Chapter 8,18</td>
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<tr>
<td>10/12/11</td>
<td>Behavioral Approaches – Reality therapy</td>
<td>Counseling Children – Chapters 9, 18</td>
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<tr>
<td>10/19/11</td>
<td>Cognitive Approaches – REBT, Brief Approaches</td>
<td>Counseling Children, Chapter 10, 12,17,18 Play Therapy, Chapter 3 &amp; 8</td>
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<tr>
<td>10/26/11</td>
<td>Cognitive Approaches – CBT</td>
<td>Counseling Children, Chapter 13,17, 18 Play Therapy, Chapter 8</td>
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<td>11/2/11</td>
<td><strong>Test on Counseling Children and Play Therapy books</strong></td>
<td>A.2, A.6, B.1, C.1, C.3, C.5, C.6, E.4, H.1, H.2, H.3, L.1, I.4, M.1, M.5,</td>
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<tr>
<td>11/9/11</td>
<td>Mood Disorders/ Adjustments Disorders Suicide Risks</td>
<td>Counseling Children, Chapter 19 Parritz &amp; Troy, Chapters 6, 12</td>
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<tr>
<td>11/16/11</td>
<td>Conduct Disorders, Anxiety Disorders, Substance Abuse</td>
<td>Counseling Children, Chapter 19 Parritz &amp; Troy, Chapter 10, 11,13, 14</td>
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<tr>
<td>11/24/11</td>
<td><strong>Thanksgiving Holiday</strong></td>
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<tr>
<td>11/30/11</td>
<td>Working with Parent, Groups, Exceptional Children Child Abuse</td>
<td>Counseling Children, Chapter 16, 18 - 20 Parritz &amp; Troy, 7 Assignment: Psycho-educational Group Plan for parents or children (D.3, E.4, I.4, J.1, M.1, M.5)</td>
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<tr>
<td>12/7/11</td>
<td><strong>Test on Behavioral Disorders</strong></td>
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