Master of Arts in Counseling

Course Syllabus

Course Information
COUN617 - Counseling Children & Adolescents
Fall 2020
2 Semester Hours

Location/Date/Time
Room:  Online
Wednesday, 3:30 - 5:30
September 30, 2020 – November 18, 2020

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:**

- **Recommended Reading:**

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 (40 points): Small groups will lead a 30 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).

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 and enrich the content already available in your textbooks. Do NOT simply duplicate material already presented in your book.

Article Reviews (15 Points). Understanding how culture informs the needs and interventions for our clients is an essential component of developing a sound and appropriate approach to our work with clients. For this assignment you are asked to pick an age group (children or adolescents) and a cultural group (eg. Latinx, African American, recent immigrants, those with a visible disability, such as hearing loss, transgendered, etc.) and find two articles related to appropriate treatment of this group. For example, you may decide to find two articles on treating trauma symptoms with play therapy among recently immigrated children or, by way of another example, you might read two articles about appropriate treatment approaches for LGBTQ African American teens suffering from anxiety. You should then write a 5 page paper describing the following: a) why you chose this group, b) what unique needs are presented by this group, c) the interventions recommended by the articles, and d) a personal reflection on how you might integrate these recommendations into your own work. This is due 11/18.
**Final Exam (40 points):** Students will be provided with scenarios and asked to choose one and describe the following: what approach would you use with this client? How would you explain your approach to the client’s parents so that what you are doing makes sense to them? How much parental involvement would you want to include for your client? What developmental concerns would you have in mind as you work with your client (draw from what you are learning in human growth and development)? What theoretical approach or approaches might you make use of as you conceptualize your client’s concerns (draw from theories and other courses). The final paper should be no less than 5 pages and no longer than 7.

**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.** 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.

**Schedule and Topics:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Course Schedule</th>
<th>Reading/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/30</td>
<td>Childhood: Theater of Symbolism</td>
<td>Review: Syllabus, distribute the final exam, form groups, and remember how to play</td>
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<tr>
<td>10/07</td>
<td>Play Therapy: Theory</td>
<td>Reading: Landreth: Chapters 2-8 (Careful reading of 2, 5, 6, &amp; 7)</td>
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<tr>
<td>10/14</td>
<td>Play Therapy: Skills</td>
<td>Reading: Landreth: Chapters 9-16 (Careful reading of 9-13 &amp; 15) Please come prepared to ask questions!</td>
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<tr>
<td></td>
<td>Guest Speaker: Althea Simpson, MBA, LCSW, RPT</td>
<td>Will speak to us about doing play therapy on-line</td>
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<tr>
<td>10/21</td>
<td>Treating Nightmares &amp; Building Self-Efficacy</td>
<td>Needed Materials: you will want to have several sheets of paper, a stapler, crayons or colored pencils Due: Please submit your Article Reviews using the Moodle Portal.</td>
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### 10/28
**Child Abuse & Neglect**  
**Guest Speaker:** Hillary Wing-Richards, LPC  
CACREP 2016 2.F.7.j  
3:00-4:00  
**Reading:** Gil: Chapters 5-7 (Careful reading of 7)  
**Play Interaction Reflection Due**  
**Due:** All groups must submit copies of their presentations and handouts for group presentations (Please use the Moodle Portal)

### 11/04
**Play-Based Trauma Interventions**  
Presentation 1: Interventions with Children  
Presentation 2: Interventions with Children  
**Reading:** Gil: Chapters 1-4 (Careful reading)  
**Due:** Please submit your Article Reviews using the Moodle Portal.

### 11/11
**Play-Based Trauma Interventions**  
Presentation 3: Interventions with Teens  
Presentation 4: Interventions with Teens  
**Due:** Final Exam: Please turn in your completed exam to the Moodle portal

### 11/18
**Identity, Story and Efficacy Development**  
Presentation 5: Interventions with Teens  
**Reading:** Edgette: Chapters 5-8 (Careful reading)  
**Due:** Please submit your presentation videos

**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.

**Professional Behavior**

*Attendance*
This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than two absences will lower the overall course grade. A note about technology: Please limit cell phone use to emergencies. It is expected that in-class use of computers be for note taking only. Do not text or use the internet during class.

**Writing Guidelines**

*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions. 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.

*Writing Standards – Graduate Level*


**Academic Integrity Policy (AIP)**

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply EMU’s AIP to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University's Plagiarism Tutorials and Tests](#) may be a useful resource.

**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/](http://emu.edu/academics/access/)

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

**Technology Requirements and Communication (if joining a class by zoom):**

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. *In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.*
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, Rachel Roth Sawatzky, Title IX Coordinator, can be reached at 540-432-4849 or rachel.roth.sawatzky@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

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A excellent</th>
<th>B good</th>
<th>C minimal expectations</th>
<th>Comments</th>
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| Content  | - shows clarity of purpose  
|          | - offers depth of content  
|          | - applies insight and represents original thinking | - shows clarity of purpose  
|          | - offers substantial information and sufficient support  
|          | - represents some original thinking | - shows clarity of purpose  
|          | - lacks depth of content and may depend on generalities or the commonplace  
|          | - represents little original thinking | - |
| **Structure**  
| (logical order or sequence of the writing) | - is coherent and logically developed  
| uses very effective transitions | - is coherent and logically developed  
| uses smooth transitions | - is coherent and logically developed (but not fully) developed  
| has some awkward transitions |
| **Rhetoric and Style**  
| (appropriate attention to audience) | - is concise, eloquent and rhetorically effective  
| - uses varied sentence structure  
| - is engaging throughout and enjoyable to read | - displays concern for careful expression  
| - uses some variation in sentence structure  
| - may be wordy in places | - displays some originality but lacks imagination and may be stilted  
| - uses little varied sentence structure  
| - frequently uses jargon and clichés  
| - uses generally clear but frequently wordy prose |
| **Information Literacy**  
| (locating, evaluating, and using effectively the needed information as appropriate to assignment) | - 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 | - 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 | - 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 |
| **Source Integrity**  
| (appropriate acknowledgment of sources used in research) | - cites sources for all quotations  
| - cites credible paraphrases correctly  
| - includes reference page  
| - makes virtually no errors in documentation style | - cites sources for all quotations  
| - usually cites credible paraphrases correctly  
| - includes reference page  
| - makes minimal errors in documentation style | - has sources for all quotations  
| - has mostly credible paraphrases, sometimes cited correctly  
| - includes reference page with several errors  
| - makes several errors in documentation style |
### Conventions

*adherence to grammar rules: usage, mechanics*

- uses well-constructed sentences
- makes virtually no errors in grammar and spelling
- makes accurate word choices

- almost always uses well-constructed sentences
- makes minimal errors in grammar and spelling
- makes accurate word choices

- usually uses well-constructed sentences
- makes several errors
- makes word choices that distract the reader

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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).