

Master of Arts in Counseling

Course Syllabus

Course Information	Location/Date/Time
COUN617 - Counseling Children & Adolescents Spring 2024 2 Semester Hours	Room: 103 Thursday 12:30-3:30

Instructor's Information:

Cheree Hammond, PhD

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Office Phone: 540.432.4228

Office Hours: by appointment

Course Description:

Children and adolescents have very distinct developmental differences and needs. Children also have their own ways of communicating, as well as their own ways of understanding and navigating the world. Teens are nestled within a distinctive space of identity development and often hold both anticipation for and anxiety for adult freedoms and responsibilities. Consequently, effective interventions for children and teens differ from those of adults. This course provides an introduction to evidence-based counseling interventions appropriate for children and adolescents.

Course Goals and Objectives and their CACREP 2024 Standards:

Participants in this course will demonstrate the following capacities:

1. Understand the counselors' roles and responsibilities in response to suspected child abuse and neglect 3.A.3
2. Will be able to consider the influence of heritage, cultural identities, attitudes, values, beliefs and so on, in help seeking and coping among children, adolescents and their caregivers 3.B.3
3. Will be able to articulate the disproportionate effects of poverty among children and adolescents of marginalized groups 3.B.7.
4. Will gain insight into the individual and family development across the lifespan 3.C.1
5. Will explore and practice theories and models of counseling children and adolescents including the relevance to the client's backgrounds 3.E.1.
6. Deepen their critical thinking and clinical judgment in the counseling process 3.E.2.
7. Cultivate skill in developing case conceptualizations using multiple theoretical frameworks 3.E.3.
8. Hold a strong understanding of how to develop and sustain culturally sustaining therapeutic relationships with children, adolescents and their caregivers 3.E.7.

9. Deepen interviewing, attending and listening skills with the needs of children and adolescents in mind 3.E.9
10. Implement strategies for supporting the change process 3.E.9
11. Ability to adapt interventions to culture, context and preferences 3.E.10
12. Identify and implement evidence-based interventions 3.E.15

Additionally, students will cultivate skills in and understanding of:

13. Meeting the needs of children & teens who have experienced trauma
14. To understand the use of play as a tool of growth and communication for children, including person-centered play therapy and Gestalt play therapy
15. To demonstrate skills in working with voluntary and involuntary adolescents
16. To develop skills for working collaboratively with caregivers

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 email.

Technology:

- Occasionally, we all forget to turn off our cell phones before coming into class. **However, while in class, 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.** 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.

Academic Success: EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

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library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

Prerequisites:

Human LifeSpan Development

Required Reading
Edgette, J. (2006). <i>Adolescent therapy that really works: Helping kids who never asked for help in the first place</i> . NY: Nortong.
Homeyer, L. (2021). <i>Advanced Sandtray Therapy</i> .
Landreth, G. (2005). <i>Play therapy: The art of the relationship</i> . NY: Brunner-Routledge.

Recommended Reading:
Bluth & Neff (2017). <i>The Self-Compassion Workbook for Teens: Mindfulness and Compassion Skills to Overcome Self-Criticism and Embrace Who You Are</i>
Burdick, D. (2014). <i>Mindfulness skills for kids & teens: A workbook for clinicians and clients with 154 tools, techniques, activities & worksheets</i> .
Deborah Coolhart (2015). <i>The Gender Quest Workbook: A Guide for Teens and Young Adults Exploring Gender Identity</i>
Gil, E. (1991). <i>The healing power of play: Working with abused children</i> . Guilford Press.
Halstead, R., Pehrsson, D., & Mullen, J. (2011). <i>Counseling children: A core issues approach</i> . NY:
Joiner, L. (2012). <i>The big book of therapeutic activity ideas for children and teens: Inspiring Arts-Based activities and character education curricula</i> .
Lin, Y. W. D., & Yee, T. (2022). 16 Research Across Diverse Races/Ethnicities in Play Therapy. <i>Multicultural Play Therapy: Making the Most of Cultural Opportunities with Children</i> , 53.
Wright, A., & Jaffe, K. (2014). <i>Six steps to successful child advocacy: Changing the world for children</i> . 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. Video

materials are required as part of your attendance and participation. 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. If an emergency arises and missing class is unavoidable, please call or email me and let me know you will not be in class.

Group-Led Presentation (25 points)/Competency: Small groups will lead a 30 minute facilitation of discussion on the assigned readings and class discussions and should include the creation of a handout. Your handout may contain information, ideas, intervention or play/sand-based activities for the therapy setting. (For instance, your handout may detail cultural norms for teen sexual development, a directive play-therapy approach for use with anxious children, recommendations that parents might share with children who are bullied, and so on). Presentations are scheduled for the class period, **3/21**. (CACREP Standards 3.B.3; 3.B.7.; 3.C.1; 3.H.2.)

Domain	Points
Presentation: The purpose of this presentation is to deepen our understanding of culturally and developmentally relevant dynamics in diagnostic processes and interventions with children and teens, including effective communication with parents. (CACREP Standards 3.B.3; 3.B.7.; 3.C.1; 3.H.2.)	
Presentation expands upon the required readings: Though referencing information from your required readings may be necessary, the bulk of your presentation should significantly deepen our knowledge of your topic.	/5
Presentation is related to one of the following topics: counseling children; counseling teens; collaborating with parents. Issues related to children and teens may relate to unique presentations arising out of developmental stages, such as the differences in the manifestation of adult and adolescent depressions, or in cultural distinctions that need to be considered, such as differences in typical play themes among children with refugee statuses.	/1
Presentation engages the class: Your presentation should hold the attention of your peers and may include class activities or participation, but is not required.	/3
Length: 40 minute presentation	/2
Presentation offers clear, accurate information	/4
Presentation Total:	/15
Handout	
Should serve as a useful resource for later practice	/2
Visually well organized	/1

Includes quality content related to either: <ul style="list-style-type: none"> ○ An intervention with description or steps, ○ Or information about a disorder that presents uniquely in a developmental or cultural group 	/6
Fully cited	/1
Handout Total	/10
Assignment Total	/25
Competency Score*:	/5

*You must earn a 4/5 on your competency to pass, the equivalent of 20/25 total points on the assignment.

Play Interaction with a Child: A Reflection on Tracking (25 points) (CACREP Standards 3.C.1; 3.E.1.; 3.E.2.; 3.E.3.; 3.E.7.; 3.E.9; 3.E. 10;3.E.13; 3.E.15):

Students are asked to complete a 30 minute play therapy session with a child and to write up a description of your session. Please use the following rubric for your written assignment. Due **2/22**.

Domain	Points
Play Session:	
This session should be at least 30 minutes long	/1
The child should be <i>developmentally</i> between the ages of 3-8	/1
The session should focus on simply tracking the child's play	/3
Play Session Total	/5
Write-Up:	
Paper should be 3-5 pages in length	/1
Provide a brief demographic description of the child	/2
Describe the play themes that emerged in during the play session	/3
Describe your successes and your challenges while tracking play	/4
Note anything you might have done differently if you had it to do again	/3
Paper demonstrates depth and understanding of intervention and its purpose	/7

Write-up Total	/20
Assignment Total	/25

If you are unable to arrange a meeting with a child, please contact me and we will arrange an alternative assignment.

Mandated Reporting Training Quiz (5 points) (CACREP Standards 3.A.3) Please follow the link on Moodle to the Virginia Department of Social Services mandated reporter training and quiz (**CWSE 5692**). Take the quiz and post your passing score. This assignment is due by the start of class in the second week of classes. Link: <https://www.dss.virginia.gov/abuse/cps.cgi> **Due: 1/25**

Midterm & Final Exam (40 points each) (CACREP Standards 3.B.3; 3.B.7.; 3.C.1; 3.E.1.; 3.E.2.; 3.E.3.; 3.E.7.; 3.E.9; 3.E. 10; 3.E.15) ; The midterm and final exam consists of case scenarios.

Participation & Preparation (5 points): It is essential that you maintain pace with the readings in this course particularly given the hybrid nature of the course. **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.

COURSE SCHEDULE

DATE	TOPIC	Reading/Assignments Due
1/18	Childhood: The Theater of Symbolism	Review: Syllabus, Class Activity: Form groups, and remember how to play

1/25	<p>Play Therapy: Foundational Theory</p> <p>E.1.; 3.E.2.; 3.E.3.; 3.E.7.; 3.E.9; 3.E. 10; 3.E.15</p>	<p>Reading: Landreth: Chapters 2-8 (Careful reading of 2, 5, 6, & 7)</p> <p>Class Activity: Discussion</p> <p>Due: Mandated reporter training and quiz (<i>CWSE 5692</i>): upload a screenshot of your certificate by 5 pm https://www.dss.virginia.gov/abuse/cps.cgi</p>
2/01	ASIST Training: No Class	
2/08	<p>Play Therapy: Skills</p> <p>E.1.; 3.E.2.; 3.E.3.; 3.E.7.; 3.E.9; 3.E. 10; 3.E.15</p>	<p>Reading: Landreth: Chapters 9, 10, 14, 15</p> <p>Activity: Application of CCPT Skills</p> <p>Class Activity: Applied play therapy skills (please do not do your play session with a child before this class period)</p>
2/15	<p>Treating Nightmares using the Nightmare Book Method</p> <p>E.1.; 3.E.2.; 3.E.3.; 3.E.7.; 3.E.9; 3.E. 10; 3.E.15</p>	<p>Reading: Landreth: Chapters 11, 12, 13 & 16</p> <p>Class Activity: Midterm Exam Activity; Learning the Nightmare Book Method</p>
2/22	<p>Sandtray with Children and Teens</p> <p>E.1.; 3.E.2.; 3.E.3.; 3.E.7.; 3.E.9; 3.E. 10; 3.E.15</p>	<p>Reading: Gil Chapter 7 posted for you; Homeyer: Part I in its Entirety</p> <p>Due: Play Interaction or Play Reflection</p> <p>Class Activity: Discussion</p>
2/29	<p>Sandtray with Children & Teens</p> <p>E.1.; 3.E.2.; 3.E.3.; 3.E.7.; 3.E.9; 3.E. 10; 3.E.15</p>	<p>Reading: Homeyer: Part II in its Entirety</p>
3/07	Spring Break	
3/14	<p>Student Presentations</p> <p>Presentation 1: Interventions with “Littles”: Trauma</p>	<p>Reading: Edgette: Chapters 5-8 (Careful reading) Landreth: Chapter 17</p> <p>G1:</p>

	Presentation 2: Interventions with Young Children: Trauma	G2:
3/21	Student Presentations 3.B.3; 3.B.7.; 3.C.1; 3.H.2 Presentation 3: Interventions with Teens: Sexual Identity Development Presentation 4: Interventions with Parents	G3: G4: Class Activity: <i>Family in the Storm</i> E.1.; 3.E.2.; 3.E.3.;
3/28	Collaborative Final Exam	Class Activity: <i>Family in the Storm</i> E.1.; 3.E.2; 3.E.3.

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	95	B+	88	B-	78
A-	93	B	85	C	76

The Master of Arts in Counseling faculty supports 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 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

https://emu.edu/writing-program/docs/Graduate_rubric.ProvostCouncil.Feb22.2017.pdf

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 the 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.

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 to 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, Andrea Herrera Katahira, Title IX Coordinator, can be reached at 540-432-4849 or titleixcoordinator@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.

DISABILITY RESOURCES

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Journals of Interest	Play Therapy Resource List
Attachment & Human Development	Association for Play Therapy http://www.a4pt.org
Child & Family Behavior Therapy	Child Therapy Toys http://www.childtherapytoys.com/store/index.html
Journal of Child & Adolescent Mental Health	The Theraplay Institute http://www.theraplay.org
Journal of Child Psychotherapy	Virginia Association for Play Therapy http://vapt.cisat.jmu.edu
Journal of Child Sexual Abuse	
Journal of Clinical Child & Adolescent Psychology	
Journal of LGBT Youth	

Writing Standards - Graduate Level (revised Spring 2012)

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- 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 <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-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 	

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.

Grade

SAMPLE