



**P.O. Box 222000
Seattle WA 98122-1090
Department of Counseling and School Psychology
Summer Quarter 2009**

The College of Education's Organizing Theme
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement
The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

COUN 561 (3 Credits)
Child and Adolescent Counseling
Room:
Day and Time: Wednesday 12:20 – 3:45

INSTRUCTOR

Instructor: Kay Beisse, Ph.D.
Office: Loyola 208
Office Hours: By appointment
Phone: 206-296-6267
Email: beissek@seattleu.edu

COURSE MATERIALS

Required Texts and/or Readings:

McWhirter, J. J., McWhirter, B.T., McWhirter, E. H. & McWhirter, R. J. (2004). *At-risk youth: A comprehensive response for counselors, teachers, psychologists, and human service professionals* (3rd ed.). Brooks/Cole: Belmont, CA.

Sklare, G.B. (2005). *Brief counseling that works: A solution-focused approach for school counselors and administrators* (2nd ed.). Thousand Oaks: Corwin Press.

Vernon, A. & Kottman, T. (2009). *Counseling theories: Practical applications with children and adolescents in school settings*. Love: Denver, CO.

Support Materials: (Optional Texts):

Kaduson, H., & Schaefer, C. (Eds.) (2003). *101 favorite play therapy techniques. Volume III*. Northvale: Jason Aronson.

COURSE DESCRIPTION

Graduate Bulletin Description

The course focuses on counseling with preschool, elementary and adolescent students. It addresses various counseling theories and modalities as they apply to children and adolescents, including the use of play, art, and music in the delivery of counseling services.

Course Purpose

The main purpose of the course is to help students develop competencies in counseling with children and adolescents. This course addresses theoretical knowledge and techniques required to provide **high quality counseling services** to children and adolescents. As a **professional**, the counselor/school psychologist must be able to select appropriate counseling theories and techniques that will best serve clients who are **diverse** in age, culture, gender, ethnicity, sexual orientation and socioeconomic status. The course addresses **ethical issues** as they apply specifically to counseling with children and adolescents (e.g. confidentiality and informed consent). Students are called on to **reflect** upon their knowledge, techniques and ethical behavior as it relates to work with children and youth. Reflection will be evidenced in written assignments and in class discussion.

COURSE OBJECTIVES

Upon successful completion of this course, the student will demonstrate:

1. *knowledge of issues that affect child and adolescent development and behavior (e.g. disability, psychopathology, development crises, environmental/situational factors);*
2. *ability to apply knowledge of human development and behavior to improve client well-being and enhance resiliency;*
3. understanding of established and emerging individual counseling theories (e.g. cognitive-behavioral, Adlerian, solution-focused) as they apply to counseling with children and adolescents;
4. awareness of a variety of creative interventions (e.g. art, bibliotherapy, guided imagery, psychodrama, storytelling, and music) as they apply to child and adolescent counseling;
5. knowledge of evidence-based prevention and intervention strategies for various client issues, including substance use and abuse, violence/aggression, depression/suicide, disability, delinquency, etc.
6. knowledge of the DSM-IV TR classification system and its use by school-based counselors and psychologists;
7. knowledge of community resources, including prevention and intervention services, referral procedures, and collaboration practices.

CONTENT AREAS

This course addresses the following state and national standards for the preparation of school counselors:

Council for Counseling and Related Educational Programs (CACREP) Related Standards:

3. HUMAN GROWTH AND DEVELOPMENT:

- c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING:

- 2. Coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful development and achievement of all students;
- 7. knowledge of prevention and crisis intervention strategies.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSEL:

- 2.d. Issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide);
- 2.h. Approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

Washington Administrative Code requirements met WAC 180-78A-165(4)

II. School Counseling and Student Competencies?

VIII. Information Resources and Technology

CACREP Standards	National Standards (NBPTS)	WAC Standards (Residency Certificate)
Human Growth and Development	III. Human Growth and Development	II. School Counseling and Student Competencies
Knowledge and Skill Requirements for School Counselors	IV. Counseling Theories and Techniques	
Contextual Dimensions of School Counseling	VII. Collaboration with Family and Community	VIII. Information Resources and Technology

This course addresses the following state and national standards for the preparation of school psychologists:

National Standards (NASP)	WAC Standards (Residency Certificate)
2.4 Socialization and Development of Life Skills	Standard 4 Socialization and Development of Life Skill Benchmark 4.3 Demonstrates effective individual and group counseling skills in a variety of settings/targets.
2.5 Diversity in Development and Learning	Standard 5 Student Diversity in Development and Learning Benchmark 5.1 Knowledgeable about individual differences and the influence of various factors on development and learning Benchmark 5.3 Develops interventions based on individual differences
2.7 Prevention, Crisis Intervention, and Mental Health	Standard 7 Prevention, Crisis Intervention, and Mental Health Benchmark 7.1 Contributes to the development of programs that promote the development of the mental health and physical well-being of all students.
2.8 Home/School/Community Collaboration	Standard 8. Home/School/ Community Collaboration Benchmark 8.3 Demonstrates knowledge about district/ community resources.

COURSE INSTRUCTIONAL METHODS

This course uses a variety of instructional strategies including lecture, large-group and small-group discussion, video demonstrations, focused reading assignments, case studies, student presentations/ demonstrations, written case analyses and exams.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments

<p>1. Creative technique investigation: This assignment is designed to give you an opportunity to investigate one creative counseling technique and how it is used in counseling children or adolescents who present a specific issue or who represent a particular client population. Using course materials or other resources, select one creative counseling technique that reflects your own talents and/or interests (e.g. bibliotherapy, guided imagery, music, art, storytelling, movement, poetry, journaling). Search the professional literature to find articles that describe the technique and its use in addressing specific client issues. Develop a 15-minute presentation in which you: a) describe the technique; b) <u>demonstrate</u> via role-play or simulation how to use the technique to address a specific client issue; c) evaluate the intervention's strengths and limitations. Presentations will be delivered in small groups in class #3, there will be 5 minutes for feedback and discussion (20 minutes total for each presentation). Prepare a 1- to 2-page presentation summary, with at least one reference from the professional literature. Your summary may be single-spaced if necessary. Post the summary on the ANGEL website prior to class #3. Additional guidelines and evaluation criteria will be provided.</p>			
CACREP Standard B.7	NASP Standard 2.4	Points Possible: 15	Due: Class #3
<p>2. Two case analyses. Four theoretical models will be examined in this course: Person-centered, cognitive-behavioral, Adlerian, and solution-focused. Following readings and class activities on each model, you will receive two hypothetical counseling cases to analyze from the perspective of two theoretical models. The analyses will include the following: 1) Case conceptualization; 2) counseling goals; 3) description of two hypothetical counseling sessions; 4) description of one recommended home or classroom intervention; 5) reflective analysis of the model's strengths and limitations. Select from person-centered, cognitive-behavioral and Adlerian models for case analysis # 1; apply the solution-focused model to case # 2. Maximum length: 5 pages. Additional guidelines and evaluation criteria will be provided.</p>			
CACREP Standard C 3.	NASP Standards 2.4. and 2.5	Points Possible: 15 points each (30 total)	Due: Classes # 4 and 5
<p>3. Group Presentation. Using chapters selected from the McWhirter et al. text, groups of approximately four students will present one issue that places youth at risk to the class. Your group will study the applicable chapter and present a summary of most pertinent information, including, but not limited to: Problem identification/ definition/ characteristics; risk factors/consequences; and, prevention and intervention strategies. Your group will prepare an oral presentation that includes: 1) a PowerPoint presentation with handouts posted on ANGEL prior to class; 2) demonstration of <u>one</u> applicable counseling intervention via simulation or class activity; 3) facilitated discussion of the strengths and weaknesses of the intervention. Your group will also develop at minimum of 4 exam study questions (2 multiple choice; 2 short essay) that assess important content knowledge from the presentation. The questions will be reviewed in small groups following each presentation and used as study questions for the final exam. Additional guidelines and evaluation criteria will be provided.</p>			

CACREP Standards 3 C, B 7, and C 2 d	NASP Standards 2.4, 2.5 and 2.7	Points Possible: 20	Due: Class # 5, 6, or 7
<p>4. Exam. You will complete one in-class exam designed to assess content knowledge in the following areas: 1) Risk and resilience (readings and lectures); 2) prevention and intervention strategies for specific client issues (readings, lectures, group presentations); and 3) the DSM-IV classification system (lectures). Exam study questions will be provided in each applicable class session.</p>			
CACREP Standards 3 C, C 2 d, C 2 h	NASP Standards 2.5 and 2.7	Points Possible: 20	Due: Class #8
<p>5. Community Resource Investigation. In this assignment, you will investigate one community agency or program that serves children, adolescents, and/or their families. You are expected to visit the site, interview staff and review printed or internet information about the agency or program. In your investigations, look for information about prevention and intervention approaches, referral procedures, and collaboration with mental health counselors and school-based counselors/psychologists. You will produce a one-page summary (single-spaced) handout that includes: a) prevention and intervention services the agency/program provides, b) how referrals are made; and c) how the agency/ program collaborates with mental health agencies and schools. Post the summary on ANGEL prior class #8 and come to class prepared to share your information in small groups. Additional guidelines and evaluation criteria will be provided.</p>			
CACREP Standard B 2	NASP Standard 2.8	Points Possible: 15	Due: Class #8

All written assignments are to be typed and double-spaced unless otherwise specified. Points will be deducted for papers that exceed the specified maximum page limit.

B. Grading Scale:

95 - 100 %	A	75 - 79 %	B-
90 - 94 %	A-	70 - 74 %	C+
85 - 89 %	B+	65 - 69 %	C
80 - 84 %	B	60 - 64 %	C-

C. Course Expectations:

1. You are expected to attend every class, read assigned readings prior to class and participate fully in class discussions and activities. Please talk with me immediately about emergency or extraordinary circumstances that may cause tardiness or absence. Tardiness and/or absences may result in a lower final grade. There will be no “make up” assignments.
2. Participate in the group project by providing personal and academic support to others and by completing your tasks to ensure group success.
3. Complete and submit all course assignments on time. Late submissions and email submissions will not be accepted. Emergency or extraordinary circumstances may warrant exception; however, please talk with me about your situation well in advance of the assignment due date.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS (Subject to change)

Date	Topics	CACREP Standard	NASP Standard	Assignments Due	Readings Due
Class #1 June 24	Course overview The risk-resilience paradigm: Factors that place youth at risk Basic counseling skills and processes (video) Exam study questions (chp 1-3) <u>Assignment guidelines:</u> Creative technique investigation Case analyses	3 c C 2 d	2.5 2.7		McWhirter et al. ch 1-3
Class #2 July 1	The risk-resilience paradigm: Factors that contribute to resilience; prevention and early intervention Exam study questions (ch 5, 12, 13) Theoretical models: Person-centered Play therapy (video) <u>Assignment guidelines:</u> Group presentation Community resource investigation	3 c B 7	2.4 2.7		McW ch 5, 12, 13 Vernon & Kottman chapter 1
Class #3 July 8	Theoretical models: Adlerian Cognitive-Behavioral (REBT) (video) Creative techniques (small group activity)		2.4	Creative technique	V & K ch 2, 5 Sklare text
Class #4 July 15	Theoretical models: Solution-focused (video) DSM IV TR classification system Counseling strategies for clients with disabilities Exam study questions	3 c C 2 d	2.4 2.5 2.7	1 st case analysis	V & K ch 4 Sklare text
Class #5 July 22	School drop outs Substance use and addiction Exam study questions (ch 6, 7)	3 c B 7 C 2 d	2.4 2.5 2.5	Group Presentations 2 nd case analysis	McW ch 6, 7
Class #6 July 29	Teen pregnancy & risky sexual behavior Antisocial behavior, delinquency and youth gangs- Exam study questions (ch 8, 9)	3 c B 7 C2d	2.4 2.5 2.7	Group presentations	McW ch 8, 9
Class #7 Aug 5	School shooters Youth suicide Exam study questions (ch 10, 11)	3 c B 7 C 2 d C 2 h	2.4 2.5 2.7	Group presentations	McW ch 10, 11
Class #8 Aug 12	Community Resources: Local examples of prevention, intervention and collaboration Exam Course evaluations (2)	C 2 h	2.8	Community resource investigation Exam	

ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**
Loyola 100, www.seattleu.edu/SAS/LA
peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**
Engineering 307, www.seattleu.edu/writingcenter/
peer assistance with any phase of a writing project
- **Math Lab**
Engineering 300, www.seattleu.edu/scieng/math/mathlab.asp
drop-in help with mathematics homework and test preparation
- **Reference librarians**
Library 2nd floor, www.seattleu.edu/lemlib/AboutLibrary/Reference.htm assistance with locating and evaluating information resources
These services are offered at no additional cost to Seattle University students.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, chronic health problem or mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss our needs and arrange support services and/or accommodations through the Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE TO STUDENTS concerning Seattle University’s ACADEMIC HONESTY POLICY that includes the issue of plagiarism. The new (Jan.5, 2004) Academic Honesty policy of the university is available in the Seattle University student handbook, which can be found on the web site of the Division of Student Development at the following URL: www.seattleu.edu/studentdevelopment/

Grading Grievance - Procedure for Challenging Course Grades (REQUIRED)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

<http://www.seattleu.edu/registrar/page.aspx?ID=194>

References

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