

## COUNS 617

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Counseling Children & Adolescents  
May 2011  
Monday - Thursday 9 - 1pm  
Office hours: by appointment

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### Objective

This course is designed to provide students with a theoretical foundation and working knowledge of contemporary interventions for children and adolescents. Specific childhood issues and treatment strategies will be explored. Material in the course is aimed at helping students develop basic skills necessary for effectively counseling and communicating with children and adolescents.

### Students will...

- Be encouraged to stretch and challenge themselves
- Consider ethical issues regarding working with children and adolescents
- Explore a foundation and working knowledge of contemporary theories and interventions for working with children and youth.
- Cultivate the development of skills necessary for effectively communicating/counseling with children, youth and their parents/guardians.
- Explore clinical cases for a variety of presenting problems.
- Engage in opportunities to become actively involved in their learning process.
- Participate in creating an environment that is safe to take risks, practice techniques, experiment, role play, and share personal thoughts and ideas.

### Required Texts

Vernon, A. (2009). *Counseling Children and Adolescents 4<sup>th</sup> edition*. Denver, CO: Love Publishing.

### Methods of Instruction

This course combines a variety of instruction methods including discussion, role play, and expressive arts interventions. The nature of this course requires that all members participate so they can meaningfully contribute to group discussions and counseling exercises. The teaching approach of the class embraces the belief that we are all teachers and we all learn from one another. Each student's experiential background, value system, world view, reflections, and knowledge are valuable assets for understanding the course content. A variety of perspectives and opinions will be strongly encouraged.

### Class Etiquette

Attendance Policy: Due to the interactive and intensive nature of this training experience, students are asked to attend and actively participate in **ALL** class sessions. Attendance and active participation are necessary for mastery of course material. 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 and make arrangements with a classmate to take notes for you.

## Course Requirements

Participation: I invite you to be as present as you can be and offer your thoughts and questions as they emerge. **Please respond to each other and assist in facilitating class discussion.** This is a co-created experience, and as such, your input is a vital component to the class's success.

Readings: Due to the intensive nature of the course, reading will be assigned each night to be reviewed in the following class. Each student is required to bring one question for discussion.



Before the first class, please **read chapters 1, 2 and 4.**

Reflection Paper: Write a 1-2 page reflection paper (**single spaced**) incorporating your thoughts about readings, reactions to videos, guest speakers, questions about specific issues regarding this population; address your comfort with this population and any lingering doubts, questions, or concerns you have regarding working with children or adolescents. Papers due: May 29 by email.

## Evaluation

Students will be evaluated on their demonstrated understanding of the course material and on the quality of their participation. The final course grade will be determined by the following criteria:

Participation: 20 points

Reading Questions: 10 points

Reflection Paper: 70 points

**Total Points: 100**

Grading Scale (based on percentage)

A 90 - 100

B+ 85 - 89

B 80 - 84

## Working Course Schedule

<u>Class</u>	<u>Topics</u>	<u>Reading Assignments</u>
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**\*Before the first class read chapters 1, 2 and 4.**

May 23	Play Therapy <ul style="list-style-type: none"><li>Focusing with Children – <i>David Glanzer, PhD</i></li></ul>	Chapters 3, 5 & 8
May 24	Grief work with Children & Adolescents <ul style="list-style-type: none"><li>Working with children in the in-home setting – <i>Erica Yutzy, MA, Resident in Counseling, Crossroads Counseling Center</i></li></ul>	Chapters 9, 10, & 13
May 25	Special Topics & Practice <ul style="list-style-type: none"><li>Counseling experiences with teens who are ‘unmotivated’ – <i>Lauren Kershner, MA, EdS, School Counselor, Harrisonburg High School</i></li><li>Working with teen pregnancy – <i>Katie Baird, MA, EdS, Program Coordinator, Teen Pregnancy Prevention</i></li></ul>	Chapters 6, 7, & 11
May 26	Special Topics & Practice <ul style="list-style-type: none"><li>Sexual abuse intervention – <i>Ana Casteneda, MA, EdS, LPC, Associate Director, The Collins Center</i></li></ul>	

Please note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

### **Academic Honesty:**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

**Disability Support:** If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Roselawn Ground Floor, 432-4233.