

THEORIES & TECHNIQUES OF COUNSELING CHILDREN AND ADOLESCENTS HDC 6320

Instructor: Allison Edwards, LPC, RPT

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Office Hours: By appointment

Class times: Fri. 4-8, Sat. 9-5

Class dates:

Class location:

Purpose:

The purpose of this course is to introduce students to various counseling theories and techniques as applied to children and adolescents. Students will explore counseling issues related to this population as well as practice techniques and strategies for dealing with child/adolescent issues.

Objectives:

1. Gain increased knowledge of the psychological, social and emotional issues affecting today's children and adolescents.
2. Learn and practice a wide range of interventions designed to assist children and adolescents in the healing process.
3. Develop an understanding of the unique language of children and how to establish a therapeutic alliance with a child and/or adolescent.
4. Understand the role of the family and how we can include them in the therapeutic process.
5. Learn specific considerations in how to apply counseling strategies in the school and clinical settings.

Recommended Reading:

Kaduson, H. & Schaefer, C. (1997) *101 favorite play therapy techniques*. Jason Aronson, Inc.
Jongsma, Peterson, & McInnis (2006) *Adolescent psychotherapy treatment planner*. NJ: Wiley & Sons.

Riera, M. (2017) *Staying connected to your teenager*. DaCapo Lifelong Books.

Faber & Mazlish (2002). *How to talk so kids will listen & listen so kids will talk*. New York, NY: Avon Books.

Class Assignments:

All assignments are due on time and at the start of class when applicable. Late work will not be accepted unless for unusual situations. In those cases, late assignments will lose five points for every date late unless approved by the instructor due to an emergency.

Attendance: 20 points

Class participation is expected in all class activities. Students are expected to attend all classes and come to class prepared having completed all reading and written assignments. In the event of a necessary absence, please communicate with the instructor prior to the class meeting if at all possible.

Professional Library Assignment/Book Review: 30 points

Review and purchase for your professional library two books; one to be used with a child/adolescent and the other to be recommended to parents. The following information should be submitted for each book selected: title, author, publisher and a short synopsis (1-2 paragraphs), including a recommended audience or recommended use of the book. Identify the audience for each book and describe in detail the way it could be used by a counselor either in a school or clinical setting. These will be presented to the class.

Parenting Information Sheet: 20 points

Students will research a particular problem area common to children/adolescents (bedwetting, anxiety, school phobia, etc.) and generate an information sheet with suggestions for parents on how to intervene. The 1-2 page handout should be parent-friendly and should use lay language or explain psychological jargon if it is used. It should also include references for parents who would like to do further reading. Students will turn a hard copy in and submit a digital version to be shared with the class.

Article Review or Prop Based Intervention: 30 points

Article Review:

Students will be read 3 articles on issues related to child/adolescent counseling and write a summary of each article as well as how you can apply the article to your future work with children/adolescents.

Prop Based Intervention:

Students will create their own prop based intervention and present it to the class. They will define the specific issue addressed, target population, materials used and what phase of treatment intervention would be suited for.

Final: 100 points

The course final will be comprehensive. It will include essay questions, case studies, short answer and multiple choice questions.

Written work will be graded on three criteria, in order of importance:

1. Clarity and depth, including evidence of critical thought about the issue/topic.
2. Comprehension and incorporation of class discussions and readings.
3. Accurate, thorough completion of assigned tasks on-time.

The Vanderbilt Honor Code applies to all assignments.

Grading Scale

A +	98-100	C+	78-79
A	93-97	C	73-77
A -	90-92	C -	70-72
B +	88-89	D +	68-69
B	83-87	D	63-67
B -	80-82	D -	60-62

Summary of Grading System and Course Requirements:

Attendance, Participation	20 points
Book Reviews	30 points – Due Nov. 10
Article Reviews or Prop Based Intervention	30 points – Due Nov. 10
Parent Information Sheet	20 points – Due Nov. 10
Final	100 points – Due Nov. 26

Disability Statement

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact the Office of Equal Opportunity, Affirmative Action, and Disability Services at Baker Building, Suite 108 [\(615\) 322-4705](tel:6153224705) (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so as soon as possible. You are also encouraged to see your instructor(s) privately in regards to this matter, ideally no later than the second week of the semester, so that we can ensure that your needs are met appropriately and in a timely manner.

Diversity Statement

As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples’ varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

Personal Reactions Statement

At times this semester, we will be discussing topics that may be disturbing and even traumatizing to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.

Course Calendar

Weekend One - Foundations

Date	Topic	Readings
	Syllabus/Course Introduction	
	Introduction to Counseling Kids Child/Adolescent Development	Riera, Piaget Landreth

Phases of Treatment	Norton
Play Therapy/Symbolic Meaning of Toys	Kaduson & Schaefer
Adolescent Assessment/Goal Setting	Adol. Treat Planner

Weekend Two - Child/Adolescent Treatment

Date	Topic	Readings
	Treating Traumatized Children Abuse, Violence Death, Loss, Divorce	Gil Adol. Treatment Planner
	Anxiety, Phobias, OCD Depression & Bipolar Disorder ADHD, ODD, Conduct Disorder	Greenland Kaduson & Schaefer Adol. Treatment Planner

Weekend Three – Working with Families, Difficult Issues

Date	Topic	Readings
	Working with Parents Family Therapy	Taffel Faber and Mazlish
	Autism spectrum disorder Diagnosing, Difficult Situations *Book Reviews Due *Article or Prop Presentation Due *Parent Information Sheet Due	Kaduson & Schaefer Adol. Treatment Planner