

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**MHS 6421/80658
COUNSELING CHILDREN
Fall 2008**

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Class: MacArthur Campus, Room AD 102, Tuesdays 4:20 pm – 7 pm

COURSE DESCRIPTION

This course explores theory, techniques and issues related to counseling children. The course format includes lecture, group discussion, demonstration, and experiential activities.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Brigman, G., Campbell, C. & Webb, L. (2006). *Student Success Skills: Group Manual*. Boca Raton, FL: Atlantic Consultants.
Brigman, G. & Early-Goodman, B. (2008). *Group counseling for school counselors*, 3rd ed. Portland, ME: J. Weston Walch, Publishers.
Vernon, A. (2004). *Counseling children & adolescents*, 3rd ed. Denver, CO: Love Publishing Co.

Optional Text:

Thompson, C., Rudolph, L. & Henderson, D. (2004). *Counseling Children* (6th ed) Belmont, CA: Brooks/Cole.
Additional readings as assigned.

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

COURSE OBJECTIVES

1. To develop an understanding of the professional roles, functions, and responsibilities of the counselor within the context of the school community including related ethical codes, policies, laws, and current issues from an advocacy perspective.
2. To gain understanding of the characteristics and skills needed to affect positive outcomes with children related to academic, career, and personal/social needs including skills related to individual, small and large group counseling, and consultation with parents, teachers, and other human service providers.
3. To gain an understanding of the play process and skills related to the use of play activities and play media appropriate for counseling children.
4. To develop a conceptual foundation of several of the most widely used theoretical approaches that are consistent with current professional research used in counseling children and understanding family, school, and community systems.
5. To develop an understanding of prevention and crisis intervention strategies for working with diverse populations based on ethnicity, age, gender, exceptional behavior, and disability.
6. To recognize factors and understand issues that affects children's behavior as well as barriers that impede academic, career, and personal/social success within the school and community.
7. To understand concepts related to standardized and non-standardized testing and other assessment techniques.
8. To develop knowledge and application of emerging technology, resources, processes, and activities in education and counseling that impact academic, career, and personal/social planning and outcomes and the design and

implementation of a comprehensive guidance and counseling program.

9. To develop an understanding of program planning, implementation, monitoring, and evaluation to meet program goals and objectives for a developmental, comprehensive counseling program that are in line with national standards for school counseling programs.
10. To gain knowledge of developmental approaches to assist students and parents at point of educational transition.
11. To gain skills and knowledge related to leadership roles and constructive partnerships with families and communities to promote the academic, career, and personal/social success for students.

Florida DOE Subject Area Competencies: 2.3

Florida Educators Accomplished Practices (FEAPs): 6.2, 8.2, 9.2, and 10.2

CACREP: General: K.1.b, K.1.e, K.2.c, K.3.c, K.5.a, K.5.b, K.5.c, K.6.d, K.6.e, K.7.b

School: A.4, A.5, A.6, A.8, A.9, B.1, B.6, B.7, C.1.c, C.1.d, C.1.f, C.1.g, C.2.a, C.2.b, C.2.d, C.2.e, C.2.f, C.2.g.

COURSE REQUIREMENTS

Participate in class and online discussions, skills practice, and group experiences.

Complete required readings.

Develop an intervention for a target group for children and present one activity in class.

Facilitate a group experience.

Facilitate a Play Activity with a student or small group.

Complete a final exam covering required readings and lectures.

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignment	FEAP Indicator	DOE Standards	Points
In Class/Online Participation and Activities			60
Group Leadership Skills demo and facilitation	6.2 and 10.2		25
Target Group Intervention & Presentation	9.2		50
Play Activity Facilitation Paper			40
Final Exam	8.2	2.3	25
TOTAL POINTS			200

FINAL GRADE DEVIATION

A	200-189 points	B+	182-177 points	C+	165-163 points
A-	188-183 points	B	176-171 points	C	162-153 points
		B-	170-166 points	C-	152-148 points

COMPETENCY ASSESSMENTS of FEAPS and DOE Standards

Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. Students should refer to the provided Competency Assessment rubric for evaluation criteria on each required assignment.

Standard	Indicator	Detailed description of assignment or activity	Instrument
6. Ethics	6.2 Demonstrates the ability to respect and foster diverse points of view.	Group Counseling Skills Practice and Peer Coaching: The school counselor candidate will facilitate a small group in class and provide group members with written and verbal feedback using the peer coaching model demonstrating respect for diverse points of view.	Assignment Rubric
8. Content	8.2 Increases and demonstrates knowledge of subject matter knowledge in order to integrate counseling strategies into practice.	Counseling Children Final Exam: The school counselor candidate will demonstrate knowledge of subject matter and application of counseling strategies to field based practice scenarios.	Exam

9. Learning Environment	9.2 Demonstrates ability to involve students in learning activities that involve social interaction and cooperative learning.	Group Counseling Skills Practice and Peer Coaching: The school counselor candidate will facilitate a small group experience fostering social interaction among students and provide group members with written and verbal feedback using the peer coaching model.	Observation Rubric
10. Planning	10.2 Demonstrates knowledge of strategies to re-engage students who are off task, address unexpected problems, or to benefit from unexpected opportunities during small or large group activities	Group Counseling Skills Practice and Peer Coaching: The school counselor candidate will facilitate a small group in class and provide group members with written and verbal feedback using the peer coaching model.	Observation Rubric
DOE 2. Knowledge of Activities and programs for addressing current concerns	2.3. Demonstrate knowledge of conflict resolution and mediation training programs.	Social problem solving model: The school counselor candidate will engage in a class activity using the social problem solving model. Student's knowledge of the social problem solving model and its application to conflict resolution and mediation training programs will be assessed on a course exam.	Exam

ATTENDANCE

Counselor Education students are expected to attend every class meeting. Please notify the University Supervisor if you must miss a session. Additional absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

INFORMATION FOR STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act, students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) and follow all procedures. The OSD is apart of the Office of Diversity Student Services on the MacArthur Campus in Jupiter and is located in the Student Resource building in SR 117. The phone number is 561-799-8585, and the TTY number is 561-799-8565.

METHODS OF INSTRUCTION

This course uses a variety of teaching methods including readings, lecture, live/video demonstrations and on-line discussions. Students will have an opportunity to synthesize and apply what they are learning through discussions and skills practice. Students will receive peer and instructor feedback regarding ideas and skills. A midterm and final exam will assess content knowledge.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. On the weeks Blackboard is used for the course delivery, students are expected to post their statements on the discussion board by Tuesday at **11 pm** and have responded to their peers and fulfilled all other online activities by **11 pm on Saturday**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:

- a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
 11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107_1 if you experience login or connection issues.
 12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	TOPICS	READINGS & ASSIGNMENTS
Week 1 <i>Aug. 26</i>	Course overview/orientation/assignments Developmental Guidance and Counseling Six Basic School Counselor Interventions with children	Vernon p. 1 - 17
Week 2 <i>Sept. 2</i>	Understanding Children Theoretical Foundations & Research Base Group Approaches for counseling children Personal, Professional, Legal & Ethical Issues	Vernon Chapter 11 Brigman p. 3-19 Blackboard Activities/ Discussion
Week 3 <i>Sept. 9</i>	Group facilitation SSS research SSS #1 demo-practice-feedback SSS #2 demo-practice-feedback	SSS Manual Lessons 1 & 2
Week 4 <i>Sept. 16</i>	The Individual Counseling Process Brief Counseling, Social Problem Solving Model	Vernon Chapter 2 Blackboard Activities/ Discussion
Week 5 <i>Sept. 23</i>	Group facilitation SSS research SSS #3 demo-practice-feedback SSS #8 demo-practice-feedback	Brigman p. 261-273 SSS Manual Lessons 3 & 8
Week 6 <i>Sept. 30</i>	Children from Diverse Populations: Ethnicity, Exceptionality, Disability Testing and Accountability	Blackboard Activities
Week 7 <i>Oct. 7</i>	The Play Activity Process: Stages & Processing Demonstrations, Skills Practice & Feedback	Vernon Chapters 3 & 4
Week 8 <i>Oct. 14</i>	Large Group Counseling Approaches Meeting Developmental Needs of Students Career Counseling for children	Play Activity Facilitation – meet with child or group Blackboard Activities/ Discussion
Week 9 <i>Oct. 21</i>	Group facilitation RTL research/format RTL story #1 demo & follow up RTL story #2 practice & feedback	Brigman p. 247-260
Week 10 <i>Oct. 28</i>	Consultation with Parents & Teachers Current Issues Facing Today's Children: Abuse, Violence, Suicide, Depression, and Divorce Interventions for Target Groups	Vernon Chapters 13 & 14 Blackboard Activities/ Discussion Play Activity Case Sharing

Week 11 <i>Nov. 4</i>	Group Facilitation RFS program overview RFS stories/processing	Brigman p. 274 - 290
Week 12 <i>Nov. 11</i>	Dev. and Evaluating Comprehensive Developmental Programs National Standards Developmental Transitions	Blackboard Activities/ Discussion Target Intervention Due
Week 13 <i>Nov. 18</i>	Group Facilitation Play Media presentations	Brigman p. 291-299
Week 14 <i>Nov. 25</i>	Emerging Technology: Resources Supporting Academic, Career, and Personal/Social Decisions & Outcomes Community Partnerships	Blackboard Activities/ Discussion Play Activity Facilitation Due
Week 15 <i>Dec. 2</i>	Group Facilitation Play Media presentations Course Evaluations	Brigman p. 300-308
Week 16 <i>Dec. 9</i>	Final Exam on Blackboard	

ASSIGNMENT: Group Leadership Skill Demo

Description & procedures: Students will be demonstrating their group leadership skills by leading a variety of group sessions and provided feedback in peer-coaching groups. Each leader will provide the other group members with a copy of the Group Counseling Tape Review Form. Upon completion of the demonstration each leader will receive verbal and written feedback from their peer-coaching group.

Group Discussion skills to practice:

Personalizing
Structuring
Modeling and Coaching

Empathic Responding
Involving Everyone
Summarizing and Goal Setting

Evaluation: Students will earn up to 25 points.

ASSIGNMENT: Target Group Intervention

Description: Students will develop a six session counseling unit aimed at a target student or population using specific counseling techniques, play media or a combination of both introduced and practiced in class.

Procedure: Students may work individually or with a partner. Each student/group will focus on a different target population to be chosen before the end of class on **September 23, 2008**.

PART I

The following format should be used to develop each session

- Begin with a description of your target child/group for counseling and a brief description of what you are trying to accomplish. Provide a rationale supported by theory, research, and best practice from the field for your intervention with this child/group.
- Next, present a series of 6 sessions using specific counseling techniques, play media or a combination of both. For each session include:
 - Title of the session
 - Purpose of the session
 - Materials needed
 - Procedures – be sure to be specific enough that others could facilitate the activity based on the information you have provided
 - Processing leads/questions
 - Tips or recommendations – anything that may seem relevant to facilitating the activity successfully

PART II

Each student/group will facilitate one of the sessions from your target group intervention in class. Presentations will be made on Nov. 18 and Dec. 2.

Evaluation: Student(s) will earn up to 50 points for the target group intervention. Processing leads and questions are a key and should be given careful thought. Your structured six session counseling intervention should be emailed to Dr. Villares **by 10:00 pm on Nov. 11, 2008**. Files should be saved using the following format: MHS 6421 Target Group Intervention_Last name (e.g., MHS 6421 Target Group Intervention_Villares).

A copy of all target group interventions will be included on the course CD.

ASSIGNMENT: Play Activity Facilitation Paper

Description and Procedures: Students will facilitate a play experience with a child or group. Students will document the facilitation of at least two separate experiences with two different play media. The focus is the process and connecting the play activity to something meaningful for the child. Any child who assents and parent gives permission can participate as the purpose is not to provide treatment but for you to gain experience with the media and process. After the first meetings students will share the case for discussion, describe alternatives for intervention and provide feedback to peers about their cases on **Blackboard**.

After the first meeting: Case Discussion

Share the case by telling us a little about the student and the problem. Explain what you have been doing so far and which play media used and how you used it. Specifically describe 4-5 possible alternatives for further intervention. Support this with relevant theory and current research. Post your case on Blackboard. Choose two cases to respond to and be prepared to suggest at least two additional interventions for each. Again, support your suggestions with theory and research. The first case sharing and feedback should be posted by **October 28, 2008**

After the second meeting: Complete the Play Activity Facilitation Field Paper

The following format should be used:

1. Describe the child/group and the setting. (2-3 sentences)
2. Describe the play media used and how you used it.
3. Describe what happened & give examples of dialog, processing leads, and your LEAP. (3-4 examples)
4. What thoughts and feelings were **you** experiencing during the process?
5. What did you learn or relearn about the media, the process, yourself?

Evaluation: The main focus of the four-page (max.) paper should be examples of dialog/leads/LEAP (#3) and your experience (#4 & #5 above) not simply describing what you did. Your paper should be emailed to Dr. Villares **by 10:00 pm on Nov. 25, 2008**. Files should be saved using the following format: MHS 6421 Play Activity Facilitation_Last name (e.g. MHS 6421 Play Activity Facilitation_Villares). Students will earn up to 40 points.

TARGET POPULATIONS

ADD/ADHD	Learning Disabilities
Blended Families	Loneliness
Bullying	Loss (e.g. Divorce, Separation, or Death)
Children in Foster Homes	Motivation and Underachievement
Coping with Alcoholic Parents	Peer Pressure and Conflicts
Cyberspace Bullying	Peer Relationships - Friendship
Drug Prevention and Intervention	Psychological Disorders (DSM-IV)
Eating Disorders and Weight Control	Sexual Abuse – Helping Children Cope
Ethnic and Cultural Conflicts	Sexual Development, Identify and Conflicts
Homeless Children	Sexual Harassment
Law Breakers – Transition Back to School	The resistant and non-complaint Child

PLAY MEDIA

Art	Creative dramatics	Magic
Guided imagery	Games	Music and Movement
Puppets & dolls	Humor	

COUNSELING TECHNIQUES

Art therapy	Parables
Bibliotherapy	Photography
Brain Gym	Poems/music lyrics
Challenging/Confronting	Puppets
Computer technology	Puzzles/Brain Teasers
Empty chair	Reframing
Family System Techniques	Role play—student peer coaching
Famous Quotes	Role-rehearsal
Films and Movies	Role-reversal
Goal disclosure	Ropes Course
Homework	Rosebush --imagery/drawing/sharing Safe Place
Humor/Jokes	Relaxation and Imagery
Inspirational Stories	Special Games
Journal Writing	Story telling and retell (Ready to Learn)
Kinesthetic family drawing & school Adventure Based Counseling	Story-telling
Magic and Tricks	Typical day
Metaphors and Analogies	Video gaming
Narrative Therapy	Warm-up/Energizers
Outdoor activities	Yoga and Meditation

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