

## **Counseling Children & Adolescents**

**HDCO 525**

**Spring, 2008**

**Monday 8:00 – 10:50**

**Dr. Lisa Collins**

**318 Herrick Hall**

**994-3299**

**Office hours: M 7-8; 11-12; W 7-8 & 11-1(Appointments Preferred)**

### **Description:**

#### **Prerequisite: HDCO 521 & 510**

This course will focus on the application of counseling theories and techniques for children and adolescents. Family, social, and cultural contexts as they affect children and adolescents will be considered. Special emphasis will be placed on developmental stages.

### **Objectives:**

#### **Students will:**

Develop an understanding of family systems theories and other relevant theories and their application in working with multiple systems i.e. the school system, community system, etc.

Learn approaches for working with children and their families from a preventative stance.

Learn strategies and techniques for working with children and adolescents as individuals and within various systems i.e. family and school.

Establish an awareness of legal and ethical considerations of working with children and adolescents.

Gain awareness of their own cultural norms as well as norms from the culture's of others.

Increase their awareness of child and adolescent development and explore issues that may affect development.

### **Content Areas:**

This course covers content related to child and adolescent development, strategies for working with children and adolescents, and methods of consulting with other family members and professionals in the lives of children and adolescents.

### **Required Texts:**

Pledge, D. S. (2004). *Counseling adolescents and children: Developing your clinical style*. Belmont, CA: Brooks/Cole-Thomson Learning.

Kaduson & Schaefer (1997). *101 favorite play therapy techniques*. Lanham, MA: Rowman & Littlefield.

HDCO 525 supplemental readings – on reserve, Renne Library

Reasonable Accommodations for Students with Disabilities: If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please advise the instructor through university documentation. It is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

Scoring Key – 94-100 = A  
90-93 = A-  
87-89 = B+  
84-87 = B  
80-83 = B-

### **Assignments:**

#### **Child/Adolescent Interviews – 25 points**

Students will choose an age group of children with whom they are interested in working. Age groups include elementary age, middle school age, and high school aged children/adolescents. Find 5 children/adolescents within your chosen age group and interview them. Interviews should include the following:

- What the interviewees believe children/adolescents their age think and feel about friends, family, school, etc.
- What is best and worst about being their age?
- What “goals” do they personally have?
- What do they think it would be like to be older?
- How are they different now than when they were younger?
- What advice do they have for other people their age for getting along with others?
- What would they most like their parents to understand about them?

This is a beginning list of questions only. The above information must be obtained, but feel free to expand into other areas. You will, of course, need to tailor questions to the age of those whom you are interviewing. The goal is to better understand the children/adolescents with whom you are seeking to work. You will need to summarize your findings in a 4-6 page double spaced APA style paper with 12 point font and 1” margins. In addition to summarizing your interviews, you will need to include a discussion of ways in which you see each interviewee developmentally. I.e. in what stage of physical, social, emotional, cognitive, identity, and moral development do you conceptualize each of your interviewees?

This assignment is due: **February 25<sup>th</sup>**

### **Presentation – 25 points**

Students will work in pairs. Choosing from the following list of topics, you and your partner will present a **45 minute workshop** to the rest of the class. Assume you are talking to workshop attendees who are paying to see your presentation. You may ‘choose your audience,’ but you must then speak to them. For example, you might choose to present to a group of classroom teachers, or a group of parents, or a group of counselors, etc. The goal of this assignment is two-fold. First, you will inform yourselves regarding a topic of information pertinent to your career. Second, you will enhance your ability to present to professional audiences. You will need to prepare handouts summarizing your presentation. (Instructor will make multiple copies for the class.) You may utilize power point presentations, interactive exercises, lecture format, etc. The topics are as follows:

- The school as a system
- Parenting today’s child (or adolescent)
- Challenges faced by \_\_\_\_\_ age children
- Consulting with other professionals regarding child/adolescent clients
- Current research regarding psychotropic drugs and children
- Resiliency in children/adolescents and families

If there is a topic of interest that is not listed above, you may discuss it with the instructor. Permission to pursue another topic may be granted if the interested students make a convincing argument that the topic is of interest to a wide range of potential participants and applicable to the study of counseling children and adolescents.

Presentations will be made on: **April 14<sup>th</sup> & April 21<sup>st</sup>**

### **Counseling Activity – 25 points**

Each student will chose an activity to facilitate within the class during the semester. The activity should take approximately 30 minutes and should be something that classmates will be able to adapt to other age groups and/or situations. The presenting student should provide an outline and/or materials to classmates to keep as a quick reference for the activity.

### **Final Exam: Development of Session Topic – 25 points**

Each student will be responsible for developing at least one child and/or adolescent session topic that could be utilized with a family group (such as those served through the family education center). You will develop goals and strategies for the session assigned to you. You must provide psychoeducational materials and activities that meet the goals and that complement the theme of your assigned session. Activities and materials must be adaptable to working with younger children (ages 5-11) and pre-adolescent/adolescents (ages 12 and up). You will be responsible for a 10 minute presentation outlining this group to the rest of the class. This outline should include an overview of the topic, how you would facilitate your group including any activities you would engage your participants in, and dialoguing with class members about your topic and other possible options for facilitating such groups.

## Tentative Outline

January 21 <sup>st</sup>	<b>Martin Luther King Holiday – No Classes</b>
January 28 <sup>th</sup>	Introductions & Syllabus Stage Theories
February 4 <sup>th</sup>	Developmental Issues cont. <b>Readings: Chapters 3, pg. 74-99; 4, pg. 108-136; &amp; 5 pg. 144-166 (Broderick &amp; Blewitt – on Reserve)</b>
February 11 <sup>th</sup>	Developmental Issues cont. <b>Readings: Chapters 6, pg. 174-201; 7, pg. 210-236; &amp; 8, pg. 242-271 (Broderick &amp; Blewitt – on Reserve)</b>
February 18 <sup>th</sup>	<b>President’s Day Holiday – No Classes</b>
February 25 <sup>th</sup>	Counseling Stages & Strategies <b>Readings: Chapters 9, pg.278-307; &amp; 10, pg.314-334 (Broderick &amp; Blewitt – on Reserve)</b>
March 3 <sup>rd</sup>	Counseling Stages & Strategies cont. <b>Readings: Chapters 1-3 (Pledge)</b>
March 10 <sup>th</sup>	<b>Spring Break – No Classes</b>
March 17 <sup>th</sup>	Counseling Stages & Strategies cont. <b>Readings: Chapters 4-6 (Pledge)</b>
March 24 <sup>th</sup>	Specific Problems and Disorders <b>Readings: Chapters 7-10 (Pledge)</b>
March 31 <sup>st</sup>	Specific Problems and Disorders cont. <b>Readings: Same as above</b>
April 7 <sup>th</sup>	Guest Speaker
April 14 <sup>th</sup>	<b>Presentations</b>
April 21 <sup>st</sup>	<b>Presentations</b>
April 28 <sup>th</sup>	Ethical & Professional Issues <b>Reading: Chapter 11-12 (Pledge)</b>

May 5<sup>th</sup>

Final Exam Week