

NIAGARA UNIVERSITY
Department of Education
Spring 2007
Wednesdays 4:30 – 7:15
DN330

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Office Telephone (716) 286-8548
Office Hours: Tuesday 1-2 pm
Wednesday 12-3 pm
Thursday 2-4 pm

A. Course Number and Title:

EDU 803: Counseling and Behavior Therapy with Children

B. Course Description:

This lab/seminar course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses and to refine skills and knowledge base specific to counseling with child and adolescent populations. The focus will be on learning the research and developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing the school-age children.

C. Number of Credit Hours:

3 credit hours

D. Required Readings:

Text:

Kazdin, A.E. & Weisz, J.R. (Eds.). (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.

Library Reserve:

Legal and Ethical Issues:

Jacob-Timm, S. & Hartshorne, T.S. (1998). Privacy, informed consent, confidentiality and record keeping. *Ethics and law for school psychologists* (pp.42-68). Brandon, VT: Clinical Psychology Publishing Co.

Cultural Diversity:

Stoiber, K.C. & Good, B. (1998). Risk and Resilience factors linked to problem behavior among urban, culturally diverse adolescents. *School Psychology Review*, 27, 380-397.

Child as Client:

Mash, E.J. (2006). Treatment of child and family disturbances: A cognitive-behavioral systems perspective. In E.J. Mash & R.A. Barkley (Eds.), *Treatment of childhood disorders*(3rd ed.)(pp.3-62). New York: Guilford Press.

Play Therapy:

Chethik, M. (2000). *Techniques of child therapy: Psychodynamic strategies* (2nd ed). (pp.5-28 & 48-60). New York: Guilford Press.

Attachment, Trauma, Abuse:

Siegel, D.J. (2001). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight” and neural integration. *Infant Mental Health Journal*, 22, 67-94.

Azar, S.T. & Wolfe, D.A. (2006). Child physical abuse and neglect. In E.J. Mash & R.A. Barkley (Eds.), *Treatment of childhood disorders*(3rd ed.)(pp.595-646). New York: Guilford Press.

Deblinger, E., Behl, L.E., & Glickman, A.R. (2006). Treating children who have experienced sexual abuse. In P.C. Kendall (Ed.), *Child and adolescent therapy: Cognitive-behavioral procedures* (3rd ed.) (pp. 383-416).

Suicide Prevention:

Spirito, A. & Esposito-Smythers, C. (2006). Addressing adolescent suicidal behavior: Cognitive-behavioral strategies. In P.C. Kendall (Ed.), *Child and adolescent therapy: Cognitive-behavioral procedures* (3rd ed.) (pp. 217-242).

Adolescent Sexuality:

Coley, R.L. & Chase-lansdale, P.L. (1998). Adolescent pregnancy and parenthood: Recent evidence and future direction. *American Psychologist*, 53, 152-166.

Article: Sexual identity formation - TBA

Substance Abuse:

Nastasi, B.K. (1995) Is early identification of children of alcoholics necessary for prevention intervention? *Journal of School Psychology*, 33, 327-345.

Price, A.W. & Emishhoff, J.G. (1997). Breaking the cycle of addiction: Prevention and intervention with children of alcoholics. *Alcohol Health and Research World.*, 21, 241-246.

Weinberg, G.E., Brehm, K. & Whitehouse, S. (1998). Adolescent substance abuse: A review of the past 10 years. *Journal of the American Academy of Child and Adolescent Psychiatry*, 37, 252-261.

E. Course Objectives:

Candidates will :

1. apply counseling theories appropriately in a real/role play counseling session.
2. use basic counseling skills in a real/role play counseling session.
3. facilitate a therapeutic counseling relationship.
4. develop treatment goals and use theoretical counseling strategies to appraise the child's developmental level and socio-cultural ecology.
5. bring closure to the counseling relationship in the appropriate manner
6. develop their own personal counseling style.
7. use technology as a tool for reflective practice and professional growth

F. Methods of Instruction:

Classes will include an instructional period and a lab portion. Teaching methods are designed to meet a variety of learning styles and will include methods such as lecture, large group discussion, discussion boards, and case analyses. The lab segment of each class will allow students to apply and rehearse skills through role plays, simulations, and small group activities. Students will also individually apply their knowledge through video-taped case presentations and written papers.

G. Course Outline and Assignments:

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1. Jan 17	Welcome and Introduction	<u>Text:</u> Chp. 1-3
2. Jan 24	Legal & Ethical issues Cultural Diversity & Counseling <i>Small Group Discussion</i>	<u>Reserve Articles:</u> Jacob & Harthshore (1998) Stroiber & Good (1998) <u>Text:</u> Chp. 4
3. Jan 31	Child as Client Adjustment Disorders, Divorce Video:Play Therapy I <i>Small Group Discussion</i>	<u>Reserve Text:</u> Mash (2006) Chethik (2000)
4. Feb 7	Anxiety Disorders Relaxation/imagery	<u>Text:</u> Chp. 5-6

Video: Micro skills
Small Group Discussion

5. Feb 14 Attachment, Trauma, & Abuse
Video: Play Therapy II
Small Group Discussion
- Articles:
Siegel (2001)
Reserve Text:
Azar & Wolfe (2006)
Deblinger, Behl, & Glickman (2006)
6. Feb 21 Childhood Depression
Suicide prevention
Lethality Assm't
Video: Teens Dealing w/ Death
Small Group Discussion
- Text:
Chp 8-9
Reserve Text:
Spirito & Esposito-Smythers (2006)
7. Feb 28 ADHD
B-Mod plans
Lab: counseling session
- Text:
Chp 11
8. Mar 07 Oppositional Defiant Disorder
Anger Management
Video: Our Child is out of Control
Lab: counseling session
- Text:
Chp.12 &15
- (March 14 No Class - Winter Recess)**
9. Mar 21 Conduct Disorder
Antisocial Behavior
Lab: counseling session
- Text:
Chp. 14, 16 & 17
- (March 28 No Class - NASP Convention)**
10. Apr 4 Adolescent Sexuality
Adolescent Sexual Offenders
Lab: counseling session
- Reserve Articles:
Coley & Chase-Lansdale
(article:Sexual Identity formation)
Handout: Adol. Sex Offender Typologies
11. Apr 11 Substance Abuse
- Articles:

Lab: counseling session Weinberg, et al.
Nastasi
Price & Emishoff

12. Apr 18 Eating Disorders/
Obsessive Compulsive
Disorder Text:
Video: Taking Care of Me Chp 20-21
Lab: counseling session
13. Apr 25 **Counseling session critiques due**
Integrative case analyses due
Lab: case analyses presentations and peer feedback
14. May 02 **Lab: case analyses presentations and peer feedback**
15. May 09 **Lab: case analyses presentations and peer feedback**
Discussion = reflection of personal growth via course

Note: This is a tentative schedule which is subject to change.

H. Evaluation Process:

Discussion sessions (10 points)

Small group discussion sessions will be used as an interactive forum for student exploration of salient issues to professional and personal development. Each week, students must come to class demonstrating reflective, thoughtful processing of the topic at hand. Students may choose to engage in group discussion by: 1) relating the constructs to situations they have encountered professionally or personally, 2) formulating a question to extend their existing knowledge, or 3) sharing a position or opinion. The spirit of these group discussions must foster a non-threatening exploration of issues and reflect respect for diverse professional and personal viewpoints. The goal of these exercises is to help raise the students' awareness of their personal values, views of real-life experiences, and ways to approach problem solving. An important element in achieving these goals is that the students be aware of and comfortable with their own worldview and be able to accept the worldview of others. Grades will be based only on consistency and depth of participation, not on response content.

Peer Feedback and Lab Participation (15 points):

Students' home reading assignments are essential to the development of counseling skills and the success of the weekly classes. Classes will be structured based on the assumption that students have read the material assigned for each class. To maximize learning, it is expected that students will be active participants in all classes and will apply their knowledge and rehearse skills in class. Learning outcomes will be evaluated, in part, through participation in the lab sessions. Each class, students' participation will be assessed in the following manner:

2= demonstrates strong mastery of content / high level of engagement / active participation, contributes positively to the learning environment.

1 = demonstrates adequate mastery of content / somewhat passive participation.

0 = mastery is not demonstrated / lacks participation (not acceptable) / absent from class.

Students assessed at a level "0" for any lab session will be permitted to demonstrate mastery of content via alternate means such as submitting a written analysis of the topic in question (minimum two typed pages).

Achievement of a level "1" for **every** lab session (Pass) is required for completion of this course.

In-vivo counseling session (15 points)

To increase opportunities for social learning and to promote students' self-awareness in their role as counselors, counseling session role plays will be integrated into the mid-point lab sessions. The role play will be conducted with a partner acting as an adolescent or child attending an initial session. The presenting problem will be assigned by the instructor in advance. Though confidentiality within the group will be emphasized it is important that students not use a real problem as the focus of this counseling session. These role plays should, however, will reflect the kind of situations students expect to encounter in future job settings, (e.g. anger management, student in crisis, social adjustment problems, etc.). In the session the counselor should demonstrate skill in blending techniques from at least three theoretical orientations and select these techniques based on appropriateness to the presenting problem. The session will begin with a brief overview of the social history (form provided) to the peer observers and should be approximately 30 minutes in length. The counselor will strive to provide a developmentally appropriate introduction (building rapport with the child/adolescent, review of the counseling process, ethical issues, etc.) and conclusion (review of material covered, review of homework, plan for next session, etc.) in addition to a well developed interview.

To facilitate peer group learning, the presenter and all classmates will follow the "Outline for Semi-Structured Peer Supervision" as presented in class. All peer observers will be responsible for taking notes on the presented cases which shall be used for reference when case analyses and intervention plans are presented and discussed in the latter weeks of class.

Critique of counseling session (20 points)

Students will submit a typed critique discussing their counseling performance, including:

- a) an explanation of why and how each technique was used
- b) a discussion of the strengths of the session
- c) an analysis of areas that could have been handled more effectively

Integrative case analysis / intervention plan (30 points) and presentation (10 points)

The case analysis is a follow-up to the “session” conducted in class. This exercise will give students the opportunity to develop this intervention to a logical conclusion.

Generating hypotheses (10 points)

Students will apply one or more theoretical frameworks (e.g. Piaget, Ivey & Ivey, Kohlberg, Erikson, Bowlby, Anna Freud, Lazarus (BASICID), etc) and/or incorporate data from any appropriate assessment measures (e.g. adaptive behavior and behavioral indices, etc.), observations, and caregiver interviews into a cogent hypothesis of their client’s developmental needs.

Treatment plan (10 points)

The main part of the case analysis will consist of a detailed description of the intervention plan devised by the student and the child/family/teachers to address the presenting problem. This will include:

- prioritization of presenting problems
- specific goals and objectives of the intervention
- theoretical orientation and techniques used to facilitate success
- strategies to assess progress
- any anticipated ethical issues.

Termination (10 points)

The conclusion of the analysis will include a discussion of the indicators the student would use to determine the client’s readiness of terminate counseling and an appropriate plan for case closure including a relapse plan. This will include making appropriate recommendations for strategies to foster continued progression of child’s skills.

The entire assignment should be no more than 15 pages (double spaced, 12 point print) in length, excluding the forms/protocols. A reference list (minimum 5 current sources other than required course readings) must be included with citations addressing issues related to case conceptualization, needs assessment, best-practice treatment, etc.

Presentation (10 points)

Students will present an overview of and rationale for their treatment plans to classmates. Class presentations will be judged based on the clarity with which the presenting problem, resources, and therapeutic approaches are described and the degree to which the presentation stimulates discussion/ participation by class members.

Grades: Your grade will be calculated as a percentage of the accumulation of the highest grades achieved on each assignment. This will protect students from a test, which was too challenging for the class etc...

<u>Test or Assignment</u>	<u>Highest Score</u>	<u>Your Score</u>
Test 1	80 (Joe)	70
Test 2	85 (Sally)	80
Paper 1	100 (Joe)	90
Paper 2	100 (Sam)	90
Paper 3	90 (Pat)	80
Total	455	410

Your Total Score divided by the “Highest Score Total” = Your Grade

$$410/455 = 90\% \text{ or } A-$$

*On each assignment and exam 2 to 5 bonus points may be given to students showing exemplary processing of information.

Academic Integrity: I commit myself to do everything in my power to provide a fair and stimulating learning environment. You, however, must be equally committed to this goal by resisting the temptation to use the work of others and by informing me of any compromise to fairness of the environment. Cheating is considered to be a serious offense and if cheating occurs formal action will be taken, which may include dismissal from the class or the program.

Attendance Policy: Attendance in this course is required in order to receive a favorable grade. As expected with graduate level work, you will be in control of your attendance and your educational experience. This means you are responsible for motivating yourself to fulfill all of the requirements for successfully completing this class. I expect both myself and the students to be ready to begin at the designated time. It is distracting to me and to the students when someone enters the room after the lecture has begun. Again, you are responsible for determining the weather conditions and planning appropriately to arrive on time. As the interactive lab experience is critical to the development of counseling skills, students absent from 3 or more classes will receive a failing (F) grade.

Time Extensions: In order to promote optimal learning and reduce stress, each student will be allotted a total of ten days non-penalized time extension for the aggregate of all class assignments. In-class presentations are not eligible for time extensions. Assignments outstanding after the exhaustion of the allotted ten days will be penalized at a rate of 10% per day. Allowances for the assignment of an “incomplete” course grade will be made in accordance with university policy.

Note:

Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and special needs. The university will make reasonable accommodations for persons with documented disabilities.

I. Bibliography:

American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders (4th ed., Rev.)*. Washington, DC: Author.

Bear, G.G., Minke, K.M. & Thomas, A. (Eds.) (1997). *Children's needs II: Development, problems, and alternatives*. Bethesda, MD: National Association of School Psychologists.

Chethik, M. (2000). *Techniques of child therapy: Psychodynamic strategies (2nd Ed)*. New York: Guilford Press.

Gibbs, J.T. & Huang, L.N. (1998). *Children of color: Psychological interventions with culturally diverse youth*. San Francisco: Jossey-Bass.

Gil, E. (1994). *Play in family therapy*. New York: Guilford Press.

Gil, E. (1998). *Essentials of play therapy with abused children: Video and manual*. New York: Guilford Press.

Gil, E. (1998). *Play therapy for severe psychological trauma: Video and manual*. New York: Guilford Press.

Greenspan, S.I. (1995). *The challenging child*. Reading, MS: Addison-Wesley.

Hamner, T.J. & Turner, P.H. (2001). *Parenting in contemporary society (4th Ed.)*. Needham Heights, MA: Allyn & Bacon.

Junn, E.N. & Boyatzis, C. (Eds.) (2001). *Child growth and development (8th Ed.)*. Guilford, CT: McGraw Hill.

Levy, T.M. & Orlans, M. (1998). *Attachment, trauma, and healing: Understanding and treating attachment disorder in children and families*. Washington D.C.: Child Welfare League of America, Inc.

Littrell, J.M. (1998). *Brief counseling in action*. New York: W.W. Norton & Co.

Mandel, H.P. (1997). *Conduct disorder and underachievement: Risk factors, assessment treatment and prevention*. New York : John Wiley & Sons, Inc.

Mash, E.J. & Barkley, R.A. (Eds.) (1998). *Treatment of childhood disorders (2nd Ed.)*. New York: Guilford Press.

Maxmen, J.S. & Ward, N.G. (1995). *Essential psychopathology and its treatment (2nd Ed.)*. New York: W.W. Norton.

Moline, Mary E., Williams, George T., Austin & Kenneth M. (1998). *Documenting psychotherapy: Essentials for mental health practitioners.* Thousand Oaks, CA: Sage Publications, Inc.

Nadel, L. & Rosenthal, D. (Eds.). (1995). *Down syndrome: Living and learning in the community*. New York: Wiley-Liss.

National Association of School Psychologists. (1997). *Professional conduct manual (3rd Ed.)*. Bethesda, MD: Author.

Phelps, L. (Ed.) (1998). *Health-related disorders in children and adolescents: A compilation of 96 rare and common disorders*. Washington DC: American Psychological Association.

Pipher, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls*. New York: Ballantine.

Schmidt, J.J. (1999). *Counseling in schools : Essential Services and comprehensive programs (3rd Ed.)*. Boston: Allyn and Bacon.

Seligman, L. (2001). *Systems, strategies and skills of counseling and psychotherapy*. Upper Saddle River: Prentice Hall.

Shafii, M. & Shafii, S.L. (2001). *School violence : Assessment, management, prevention*. Washington D.C. : American Psychiatric Publishing, Inc.

Siegel, D.J. (1999). *The developing mind: Toward a neurobiology of interpersonal experience*. New York: Guilford Press.

Sternberg, R.J. & Grigorenko, E.L. (1999). *Our labeled children*. Reading, MS: Perseus Books.

Sue, D.W. & Sue, D. (1999). *Counseling the culturally different, (3rd Ed.)*. New York: John Wiley & Sons.

Thomas A. & Grimes J. (Eds.), (1995). *Best practices in school psychology: III (325-336)*. Washington DC: National Association of School Psychologists.

Webb, N.B. (Ed.) (1991). *Play therapy with children in crisis*. New York: Guilford Press.

Wexler, D.B. (1991). *The adolescent self*. New York : W.W. Norton & Co.

Wexler, D.B. (1991). *The PRISM workbook*. New York : W.W. Norton & Co.

Wexler, D.B. (1991). *The advanced PRISM workbook*. New York : W.W. Norton & Co.

Young, M.E. (2001). *Learning the art of helping (2nd Ed.)*. Upper Saddle River, NJ: Prentice Hall.