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:

   Library Reserve:

   Legal and Ethical Issues:

   Cultural Diversity:

   Child as Client:

**Play Therapy:**

**Attachment, Trauma, Abuse:**


**Suicide Prevention:**

**Adolescent Sexuality:**

**Article:** Sexual identity formation - TBA

**Substance Abuse:**


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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jan 17</td>
<td>Welcome and Introduction</td>
<td>Text: Chp. 1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small Group Discussion</td>
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<tr>
<td></td>
<td></td>
<td>Small Group Discussion</td>
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<tr>
<td>4. Feb 7</td>
<td>Anxiety Disorders Relaxation/imagery</td>
<td>Text: Chp. 5-6</td>
</tr>
</tbody>
</table>
5. Feb 14  
Attachment, Trauma, & Abuse  
Video: Play Therapy II  
Reserve Text: Small Group Discussion  
Articles: Siegel (2001)  
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: Lethality Assm’t  
Reserve Text: Suio & Esposito-Smythers (2006)

7. Feb 28  
ADHD  
B-Mod plans  
Lab: counseling session  
Text: Chp 8-9

8. Mar 07  
Oppositional Defiant Disorder  
Anger Management  
Video: Our Child is out of Control  
Lab: counseling session  
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: 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
Video: Taking Care of Me
Lab: counseling session

Text: Chp 20-21

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 to 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, 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…

<table>
<thead>
<tr>
<th>Test or Assignment</th>
<th>Highest Score</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>Test 1</td>
<td>80 (Joe)</td>
<td>70</td>
</tr>
<tr>
<td>Test 2</td>
<td>85 (Sally)</td>
<td>80</td>
</tr>
<tr>
<td>Paper 1</td>
<td>100 (Joe)</td>
<td>90</td>
</tr>
<tr>
<td>Paper 2</td>
<td>100 (Sam)</td>
<td>90</td>
</tr>
<tr>
<td>Paper 3</td>
<td>90 (Pat)</td>
<td>80</td>
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</tbody>
</table>

Total 455 410

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

410/455 = 90% 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:


