

THE UNIVERSITY OF TEXAS AT AUSTIN

EDP 381: Child and Adolescent Counseling Skills and Interventions (75167)

SUMMER 2013

Room : SZB 432

MTWTH 1:00 -4:30

INSTRUCTOR:	Leslie Ann Moore, Ph.D.
Contact:	email: lamoores@austin.utexas.edu 512- 471-0357
Office Hours:	TH 11:00-12:00 and by appointment
Location:	SZB 262J

Course Description and Objectives

Play is a universal activity, spanning culture, geography, developmental levels and time. Play allows for entertainment, mastery and creativity. When used in therapy, play can become a powerful healing force for clients of all ages. This course introduces basic constructs inherent in the use of play as a therapeutic modality for children, adolescents and adults. Students participating in the course will:

1. identify how counseling children and adolescents is both unique and similar to therapy with adults.
2. Identify and practice the counseling skills of assessment, diagnosis and goal setting..
3. conceptualize a therapy setting conducive for counseling children and adolescents.
4. identify and practice successful communication strategies for counseling youth.
5. facilitate progression in therapy from assessment to termination
6. practice techniques for facilitating change with children and teens.
7. identify ethical and legal issues in youth therapy including limit setting, communicating with parents, and handling sticky issues such as confidentiality, divorce, interface with children's contexts etc.

While there are no prerequisites for this course, a familiarity with cognitive behavioral therapy and solution focused therapy is recommended. Please consult the instructor for recommendations of readings that will provide this knowledge.

Textbooks

Landreth, G. L. (2012). *Play therapy: The art of the relationship*. (3rd ed.) New York: Brunner-Routledge.

Reading Packet Available @ UT Copy Services, McCombs School of Business, GSB 3.136 (21st and Speedway). (\$12.11 + tax)

Requirements

1. **Self-Reflection and Analysis Paper.** (20 points) Effective counselors engage in continual self-review. This paper will be a starting point for your growth as a child and adolescent counselor. Write a 4 page paper in which you review the following:
 - Significant events in your early childhood, elementary years, and adolescence to identify significant events that relate to your ability to counsel children and adolescents.
 - Your motivation for becoming a child and adolescent helper.
 - Your strengths in working with children and adolescents and the basis for this assessment.
 - What challenges and/or fears you may have while working with children and adolescents.
 - Plans you have for addressing these concerns.

Note: The grading on this paper will be based on the clarity of your responses and self-awareness. You may choose your level of self-disclosure in the paper and reflect primarily on your current status and concerns that may be informed by reflections that you do in private. This paper will serve as a basis for a growth statement that will be included on the final exam.

2. **Video-tape of a play session.** (30 points) Videotape a 30 minute play session with a child. Select an 8 to 10 minute section on which you would like feedback. List the question that you would like to address about this segment. Create a transcript of the segment. Evaluate your responses noting strengths and challenges for you in responding to the child/adolescent's material. This can be done in a chart fashion with a summary paragraph (See Appendix A)
3. **Class participation.** (30 points) Class discussion and role-plays are essential factors in learning in this course. Each class members will be expected to repeatedly demonstrate counseling skills and interventions in role-play practices. Students will also be expected to be practice being clients and observers in the role-plays. Observation sheets will be submitted for each substantial role-play practice. The observation sheets will be submitted to the professor on the day of the activity and when returned will be maintained in a folder for a final submission. More than 1 unexcused absence will result in a letter grade drop.
4. **Final Exam.** (30 points) For each topic, objectives and exam items will be placed on Blackboard. On the last class day, 30 multiple choice or very short answer items will be selected from this list for a brief exam to demonstrate mastery of the basic principles of counseling children and adolescents. You may use books, class discussion or friends to determine the correct answers for these items prior to the exam day; however, on the exam day no supportive materials may be used.
5. **Topic Portfolio:** (30 points) Students will select a topic of interest from the list below and become a "class expert" on the topic. Students are asked to select an age group (pre-school, elementary years, middle school, high school, transition to college) and one of the topics below:

Children of divorce
Emotional regulation
Substance use
Defiant behavior
Academic underachievement.

The end-product of this project will be the development of a collection of articles and techniques that will be compiled into a tip sheet distributed on the last class day to the students. This project is to be of portfolio quality and contain:

- A reference list and annotations of 4 related articles
- Description of 2 techniques that can be used in individual or group counseling with this population and subject.
- A summarizing tip sheet for your colleagues.

General Criteria For Grading

90 to 100% of assigned points = a paper which includes all of the essential components, is well organized, includes elaboration* and higher level thinking skills**.

80 to 89% of assigned points = a paper which includes all of the essential components and is well organized

70 to 79% of assigned points = a paper which includes half or less of the essential components and is organized.

Below 70% a paper which fails to meet these criteria.

Late papers are subject to the penalty of loss of one letter grade when submitted late.

*Elaboration defined: Including but not limited to examples illustrating your points, additional readings, a demonstrated ability to integrate learning from life, other courses with the subject of this course

**Higher level thinking skills: the ability to demonstrate an application of known facts, ability to analyze a situation, the ability to include and synthesize information into a new whole, the ability to use an internally developed set of criteria to evaluate ideas and concepts.

Students with disabilities are encouraged to see me at the first of the semester in order to arrange reasonable accommodations. If not already registered, they are advised to request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259

Grading Policy

Points will be translated into a grade for the course using the following distribution:

132- 140	A
126 -131	A-
122 - 125	B+
118 - 121	B
112- 117	B-

Graduate students are expected to earn a B- or above in graduate classes. Below 112 points is not considered passing for this course.

This course can be taken on a credit/no credit basis. Credit will be assigned for 112 to 140 points.

Helpful Websites

Association for Play Therapy

<http://www.a4pt.org/>

Texas Association of Play Therapists

<http://txapt.org/conference.htm>

Center for Play Therapy

<http://www.coe.unt.edu/cpt/>

Family Enhancement Play Therapy Center

<http://www.play-therapy.com/>

TOPICS AND ASSIGNMENTS

(Subject to Revision)

Date	Topic	Reading Assignment	Skills Labs	Assignment
July 15	The Child & Adol. Therapist Culture and Child Therapy	Landreth, Chap. 1-2	Talking about Culture	
July 16	Developmental Considerations	Vernon (Reading Packet) Montgomery (Reading Packet) Landreth, Chapter 4 & 6	Developmental Role Plays	
July 17	Micro-skills Facilitative Responses and Questions Providing Questions	Landreth, Chapter 8, 9 & 10	Non-verbal and reflective listening role-plays	Article 1 Portfolio
July 18	Micro-skills Providing information Questions Assessment Goal setting	Landreth, Chapters 3, 5, & 12 Hanley (Reading Packet)	Assessment Role Plays Goal Setting Role Plays	
July 22	Counseling Children	Landreth, 11, 13, 14, & 15	Play Therapy Role Plays	Self-Reflection Paper Due
July 23	Counseling Children	"	Play therapy Role Plays	Article 2 Portfolio
July 24	Expressive Arts Therapy	TBA	Expressive Arts Activity	
July 25	Counseling Adolescents- Building Rapport	Edgette (Reading Packet) Selekman (Reading Packet) Selekman (Reading Packet)	Solution Focused Role Plays	Article 3 Portfolio
July 29	Counseling Adolescents/ Interventions Games in Therapy	Oren (Reading Packet)	CBT Role Plays	
July 30	Sand Tray		Sand Tray Activity	Article 4 Portfolio Techniques Portfolio
July 31	Talking to Parents	Landreth, Chap. 7	Talking with Parents Role-Plays	
Aug. 1	Ethics and Supervision	http://www.a4pt.org/ethics/index.html Play therapy practice guidelines. Ray (Reading Packet)	Supervision Role Plays	Tips Portfolio & Portfolio submission
Aug. 5	No Class	SCHEDULE SESSION FEEDBACK WITH INSTRUCTOR		VideoTape Transcript and Summary Due/

Appendix A

Transcript and Review: Sample

Context: This is a session with an 8 year-old girl who is doing sand-tray. It is the beginning of the session. My question is to what degree is countertransference interfering with my ability to make process comments?

Speaker (Actor)	Dialogue or Action	Evaluation
Linda	(Comes into the room and sits in the corner with back to the therapist. Occasionally she will look over her shoulder to see what the therapist is doing – lasts 5 minutes).	
Therapist	Sits quietly, looking around the room including occasional glances toward Linda.	It was hard to sit without suggesting that Linda pick up some of the toys or art materials.
Linda	After 5 minutes, she moves to the sandbox and initiates a picture. She creates two sides, remarking, “Over here are the dangerous guys. The family lives on this side and the older girl has to go over to the dangerous side to get the jewels that will help save the family. (She builds two villages – one in the dangerous zone and one for the family, with houses and fences between them.)	
Therapist	“The family is depending upon her.”	I think I went beyond the story and was too interpretive. I wish I would have just said, “Wow, she has to go to the dangerous place!”
Linda	“Yep, they’ll die if she doesn’t get the jewels. They are the only family left in the town because everyone else has died. This is her mother and her little sister (shows two more dolls). They are too scared to go, but she has to go.”	I didn’t seem to be too far off because of her agreement followed by elaboration.
Therapist	“HMMMMMMMMMMMMMMMM.....”	I held back, wanting it to unfold itself.
Linda	“Yes.....She has to save the whole family. The king of the dangerous place has killed all of the other messengers who go there.....”

Summary including aspects of the session that you thought matched your strengths and challenges you will need to address in your development as a helper for children and adolescents.