

**THE UNIVERSITY OF TEXAS AT AUSTIN**

**SUMMER 2014**

**EDP 381: Child and Adolescent Counseling Skills & Interventions (75065)**

**Room: SZB 432**

**MTWTH 1:00 - 4:30**

INSTRUCTOR: Leslie Ann Moore, Ph.D.  
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**Student with Disabilities**

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, 512-471-6259.

**Course Description and Objectives**

Counseling children and adolescents requires the development of age-appropriate communication skills and interventions, as well as the ability to deal with multiple clients - the parent system, the child or adolescent and educators. Students participating in the course will:

1. Identify and practice the communication skills for engaging children and adolescents and their parents.
2. Practice using toys, games, and art materials in counseling youths.
3. Conceptualize a counseling and psychotherapy setting conducive for counseling children and adolescents.
4. Facilitate progression in therapy from assessment to termination.
5. Practice techniques for facilitating change with children and teens.
6. Identify ethical and legal issues in youth therapy including limit setting, communicating with parents, and handling sticky issues such as confidentiality, divorce, and interfacing 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.

Edgette, J. S. (2006). *Adolescent therapy that really works: Helping kids who never asked for help in the first place*. New York: W. W. Norton.

Bromfield, R. (2005). *Teens in therapy: Making it their own*. New York: Norton.

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



## Requirements

1. **Self-Reflection & Analysis Paper.** (20 points) Effective counselors and psychotherapists engage in continual self-review. This paper will be a starting point for your growth as a child and adolescent therapist. Write a 4 page paper in which you review the following:
  - Significant events in your early childhood, elementary years, and adolescence to identify events that may relate to your choice and ability to counsel children and adolescents.
  - 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.
  - Integration of readings and/or class activities.

Note: The grading on this paper will be based on the organization (thesis and transitions), clarity of your responses, use of supporting details, integration of readings, and mechanics (spelling, grammar). This paper will serve as a basis for a growth statement that will be included on the final exam. The rubric is attached to the syllabus ( See Appendix B).

2. **Video-recording 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 and Attendance.** (30 points) Class discussion and role-plays are essential exercises in learning in this course. Each class member will be expected to repeatedly demonstrate counseling skills and interventions in role-play practices. Students will also be expected to take the role of clients and serve as counselor-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. **Quizzes.** (30 points) For each topic, objectives will be placed on Canvas. You may use these objectives to study with your classmates and to ensure that you know the answers to the objectives. On days indicated on the syllabus, a quiz will be placed on Canvas. You will be given 48 hours to take the quiz. You may use your notes, texts and the internet to answer quiz items; however, you may not consult with classmates once you have initiated the quiz.
5. **Topic Project:** (30 points) Students will select a topic of interest from the list below and become a "class expert" on the topic. You may also consult with the instructor or TA if you would like to choose another 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 or teens whose parents have separated and divorced*
  - Children/Adolescents whose parents are incarcerated*
  - Children's adjustment to ambiguous loss (Incarceration, Hospitalization, Deployment, etc.)*
  - Grief and loss through death*
  - Substance use*
  - Defiant behavior*
  - Attention Deficit Hyperactivity Disorder*
  - Academic underachievement*

### Part I: Research Articles

Across the course of the semester, students will research this topic and find 4 articles that provide useful information for counseling this population. Students will submit the articles across the course of the semester (see the course schedule for dates). The annotations will consist of the reference for the article

**in APA format**, an annotation (3-4 sentence summary of the article and its findings), rationale for how this article is helpful for the counselor of this population (key take-aways), and a critique, noting limitations and strengths (1-2 sentences). (See Appendix C for Rubric on annotations).

### **Part II: Info-graphic**

The culmination of this project will be the creation of an info-graphic for counselors and psychotherapists working with youth (no more than the front and back of one page) plus a separately-attached reference list which will be distributed to the class on the last day. This project is to be of portfolio quality, visually pleasing, and easy to digest. Potential subjects for the info-graphic may include:

- a. How might the counselor recognize students struggling with this issue?
- b. Evidence-based interventions that may be useful.
- c. Tips for talking with parents about this issue.
- d. Tips for talking with the youth about this issue.
- e. Recommended websites or books.

Each of the annotations/articles will be worth 5 points, with the info-brochure being worth 10 points. See Appendix B for the grading rubric.

### **General Criteria for Grading**

*90 to 100% of assigned points* = a paper/project 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/project which includes all of the essential components and is well organized

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

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

*Late papers or projects 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.

### **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.

## Course Policies

1. Graduate studies rely on discussion and interaction as major tools of learning; therefore, students are expected to attend class. Please let the instructor know if you will be missing class for any reason. A consequence of choosing to not attend class may be a lowered grade. Missing more than 2 classes may result in a failing grade.
2. Students are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. Consider your assignments as the beginning of your counseling profession. Please use proper spelling, grammar, and organization. Students are encouraged to visit the Graduate Writing Center for assistance with producing written material.
3. If using others' ideas or quoting others' thoughts, please use citation using APA style for citation, and provide a reference at the end of the assignments. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of Scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The University of Texas provides students with resources such as the UT Learning Center and the Undergraduate Writing Center to aid students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at the following web address.  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)
4. If having problems with the course, please assume responsibility for notifying the instructor when difficulties arise. (Don't wait until the end of the semester!) A little known fact: Richard Light, a Harvard professor, reports that an important variable between successful and unsuccessful college students is help-seeking behavior (asking professors questions, using the Teaching Assistants, using the learning center, etc.).
5. The course is a team effort between instructor and students: feedback is welcome.
6. Students are requested to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.
7. University policy is to respect religious holidays. Please advise the instructor of any upcoming holidays and the specific dates that you will be missing classes so that arrangements can be made for assignments and so that you are able to cover class materials.
8. Use of electronic equipment for personal use during class activities demonstrates a lack of respect toward the instructor and other students. Media usage may also be distracting to other students. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class. Computers may be used only for note-taking or for class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to, email, texting, Twitter, YouTube, Facebook, un-authorized web searching, etc.) is subject to consequences. If you choose to use your media in class, consequences may include a personal warning, loss of privilege for using a computer during class, and/or an invitation to leave the classroom. Leaving class for this reason will count as an absence and may affect your grade (see attendance policy).

# TOPICS AND ASSIGNMENTS

(Subject to Revision)

Date	Topic	Reading Assignment	Skills & Class Activities	Assignment
July 13	Children and Adolescents: Cultural Considerations	O'Connor (Packet) Harmon et al. (Packet) Liu & Clay (Packet)	Talking about Culture	
July 14	Development and Neurobiology	Blaustein & Kinnenburg Montgomery (Reading Packet) Landreth, Chapter 2 & 4 Edgette, Chapter 2 & 4 ***** Ray (Packet) – to be used as a resource for group reports.	In-Class Developmental Peer Teaching and Case analyses	
July 15	Micro-skills Facilitative Responses <ul style="list-style-type: none"> <li>Tracking</li> <li>Reflections</li> <li>Empathy &amp; Genuineness</li> </ul>	Landreth, Chapters 6 & 10 Edgette, Chapter 5 Bromfield, Chapters 6, 7 & 11 Selekman (Packet)	Skills Go-Rounds	Article 1 Portfolio
July 16	Limit Setting	Landreth, Chapters 11, 12, & 13 Edgette, Chapters 3 & 6 Bromfield, Chapters 12 & 17	Skills Go-Rounds	
July 20	Games	Oren (Packet)	Group Role-Play 1	Self-Reflection Paper Due
July 21	Creating the Environment <ul style="list-style-type: none"> <li>Space</li> <li>Building Rapport</li> <li>The Counselor</li> </ul>	Landreth, Chapters 5, 8 and 9 Edgette, Chapter 1 Bromfield, Chapters 1 & 2	Group Role-Play 2	Article 2 Portfolio
July 22	Case Conceptualization & Goal Setting	Landreth, Chapters 5 & 15 Edgette, Chapter 5 Bromfield, Chapters 8 & 9	Group Role-Play 3	
July 23	Case Conceptualization Using Art in Therapy	Guest Presenter: Corinne Arles	Group Role-Play 4	Article 3 Portfolio
July 27	Case Conceptualization –cont.	Nims (Citation on Canvas)	Group Role-Play 5	
July 28	Sand Tray	Optional Article –Kestley (on Canvas)	Sand Tray Activity	Article 4 Portfolio
July 29	Parents and the Ethics of Working with Children and Adolescents	Landreth, Chap. 7 Edgette, Chapters 7 & 8 Bromfield, Chapter 18 Brumfield & Christensen (Packet)	Talking with Parents Go-Rounds	
July 30	Info-brochure wrap up. Ethics and working with youth.		Info-Graphic Presentations	Info-Graphic
August 3	Video Tape Review			

## 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: 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.)

# APPENDIX B – Rubric for Introductory Paper

Introductory Paper  
Grading Rubric (20 Points)

Name: \_\_\_\_\_

	Unsatisfactory	Satisfactory	Excellent	Rating
Thesis Statement	Absent  0 to 1	Present, main idea  2	Conveys the structure of the paper/Presents an argument  3	/3
Organization	Moves from idea to idea, lacking transition  0 to 1	Structure is apparent, chronological  2	Clear structure with transition statements  3	/3
Analysis of choice/motivation	Missing or minimal reference  0 to 1	Opinion, missing supporting details  2	Major points are supported  3	/3
Strengths	Missing or mentioned  0 to 2	Present and explained  3	Supported analysis  4	/4
Challenges & Plans to Address Challenges	Missing or mentioned  0 to 2	Present and explained  3	Supported analysis  4	/4
Integration of readings and/or class activities (with appropriate APA reference and citation style if relevant)	Mentioned but not integrated          0 to 1	Present but problems with APA citations and reference list (if text/reading materials are used).          2	Present, used as supporting details, appropriately cited and in reference list if text/reading materials are used (APA style).          3	/3
TOTAL				/20

Comments:



Appendix C  
Grading Rubric for Annotated Articles

Article # \_\_\_\_\_

Requirement	Absent	Satisfactory	Excellent	POINTS
Article Summary (2-3 sentences)	Missing	Adequate	Present, paraphrased, succinct.	/1
Statement of relevance for the treatment question which is the focus of your info-brochure.	Missing	Present, simple statement.	Present, demonstrated bridge between the information and your article.	/1
Limitations for your purposes.	Missing	Present, simple statement.	Demonstrated critical thinking – evaluation.	/1
APA citation	Missing	Some errors	Minimal to no errors.	/2
<b>TOTAL</b>				<b>/5</b>