

**Portland State University
Graduate School of Education
Department of Counselor Education**

COUN 555: Counseling Children and Youth

Instructor: Dr. Kathryn Van Asselt, Ph.D., LPC (CO)

Pronounced: von ah salt

Term: Winter 2014

CRN#: 40894

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Location: OND 201 Ondine Res. Hall

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Time: Thursday 4:00- 6:30 p.m.

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Office hours: Tues. 3-4; by appointment

DISABILITY ACCESS INFORMATION: If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform me immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
			
<p>Diversity and inclusiveness—Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards—Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development—Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making—Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Vision

Our vision is to be an internationally recognized urban university known for excellence in student learning, innovative research, and community engagement that contributes to the economic vitality, environmental sustainability, and quality of life in the Portland region and beyond.

Mission

Portland State University’s mission is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

Values

The pursuit of our vision rests on our success in transforming undergraduate education, our growing research programs, our strong collaboration with the community, and the core values we hold. These values describe not only what PSU is now, but what it will be in the future: Learning and Discovery, Access to Learning, A Climate of Mutual Respect, Openness and Reflection and Community and Civic Engagement.

Learning and Discovery

PSU values intellectual inquiry in its undergraduate and graduate programs, provides leadership in the development of knowledge, and creates opportunities for the application of knowledge to real-world problems. We maintain a welcoming and stimulating environment that is conducive to success for students, faculty, and staff. We value tenure as an essential component of this environment.

Access to Learning

PSU is committed to providing access and opportunity to learners from regional, national, and international communities in their pursuit of lifelong learning and diverse educational goals.

A Climate of Mutual Respect

PSU values diversity and fosters a climate of mutual respect and reflection that supports different beliefs and points of view and the open exchange of ideas.

Openness and Reflection

PSU endeavors to improve continuously as a university through reflection and open assessment of our activities.

Community and Civic Engagement

PSU values its identity as an engaged university that promotes a reciprocal relationship between the community and the University in which knowledge serves the city and the city contributes to the knowledge of the University. We value our partnerships with other institutions, professional groups, the business community, and community organizations, and the talents and expertise these partnerships bring to the University. We embrace our role as a responsible citizen of the city, the state, the region, and the global community and foster actions, programs, and scholarship that will lead to a sustainable future.

Equal Opportunity Statement

Portland State University supports equal opportunity in admissions, education, employment, housing, and use of facilities by prohibiting discrimination in those areas based on age, color, disability, marital status, national origin, race, religion or creed, sex or gender, gender identity or gender expression, sexual orientation, veteran status, or any other basis in law. This policy implements state and federal laws. Inquiries about it should be directed to the Office of Equity and Compliance, 1600 SW 4th Avenue, Suite 830, Portland, OR 97201, 503-725-5919, diversity@pdx.edu.

DEPARTMENT POLICY STATEMENT

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences. Please see class policy noted in this syllabus under: Missed class (or assignment deadlines).

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>. Failure to do so can result in termination from the department.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the department.

COURSE DESCRIPTION

Theoretical overview of growth and development of children and youth. Emphasis on translating theory into practice through a "person environment interaction" conception of counseling, consultation, and educational intervention in school settings.

3.00 credit hours

NATIONAL PROFESSIONAL STANDARDS: Students shall adhere to the American Counseling Association (ACA) Code of Ethics located at <http://www.counseling.org/Resources/aca-code-of-ethics.pdf> while being guided by the principles established by the Association for Child and Adolescent Counseling organization found at <http://acachild.com>.

Academic journals can be identified through the library search engine and resources such as PsychInfo found on the library website or at: <http://library.pdx.edu/>. If you are unsure how to search our database, set an appointment with the research support librarian.

REQUIRED READING E-BOOK encouraged

Henderson, D., & Thompson, C.L. (2011) *Counseling Children* 8thed. Belmont, CA: Brooks/Cole.

RECOMMENDED READING

Axline, V. M. (1947). *Play therapy*. Cambridge, MA: Houghton Mifflin.

Halstead, R.W., Pehrsson, D., & Mullen, J. A. (2011). *Counseling children: A core issues approach*. Alexandria, VA: American Counseling Association.

Jacobs, E. & Schimmel, C. J. (2012). *Impact therapy: The courage to counsel*. Star City, WV: Impact Therapy Association.

Landreth, G.L. (2012). *Play therapy: The art of the relationship* (3rd Ed.). London: Routledge.

COURSE OBJECTIVES

Students will be able to:

- Identify theories and stages of child and youth development
- Expand understanding of techniques appropriate for working with children and youth and their families
- Practice and demonstrate understanding by modeling leadership and instruction
- Use reflection to guide and inform practice
- Collect ideas, artifacts, and tools to use in working with children, adolescents and their families

CACREP STANDARDS ADDRESSED

1. Students will understand the effects of crises, disasters, and other trauma-causing events on children and youth (specified CACREP II.G.3.c)
2. Students will understand an orientation to wellness and prevention as desired counseling goals. (CACREP IIG.5.a)
3. Students will understand counselor characteristics and behaviors that influence helping processes. (CACREP IIG.5.b)
4. Students will understand counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling. (CACREP IIG.5.d)
5. Students will understand the effects of (e) multicultural issues (CACREP SC.A.6)
6. Students will know the theories and processes of effective counseling and wellness programs for individual students and groups of students. (CACREP SC.C.1)
7. Students will understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. (CACREP SC.G.1)
8. Students will know the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. (CACREP SC.G.2)

CACREP Standard	Assessed by this assignment
1. CACREP II.G.3.c	Written report; Oral presentation
2. CACREP IIG.5.a	Written report; Oral presentation
3. CACREP IIG.5.b	Written report
4. CACREP IIG.5.d	Written report
5. CACREP SC.A.6	Written report
6. CACREP SC.C.1	Written report; Oral presentation
7. CACREP SC.G.1	Written report; Oral presentation
8. CACREP SC.G.2	Written report

COURSE SCHEDULE* Flexible and may be modified as needed by the instructor.

Date	Seminar topics	Readings & Assignment Due
Thursday, January 9	Introductions Syllabus/text Course overview: Child's world Lecture: Rapport & Impact 15 from Ellis	Chapter 1
Thursday, January 16	REBT Creative drawing *p.36 Lecture: Core schemas ** Bibliotherapy	Chapter 12
Thursday, January 23	Legal & Ethical considerations Impact Therapy Flocks, Elephants, & Fish Narratives	Chapter 4
Thursday, January 30	Gestalt Impact Therapy Empty Chair *191 Who/What is holding you back *p. 47 Art therapy	Chapter 7
Thursday, February 6	Reality: Choice Theory WDEP Paper bag skit Movement	Chapter 9
Thursday, February 13	Cognitive-Behavioral Therapy Tone in home/class/school *p.293 Music	Chapter 13
Thursday, February 20	Brief Counseling Play therapy Tigger & Eeyore *p.177	Chapter 10
Thursday, February 27	Individual Psychology Sandtray therapy Funnel *p.147	Chapter 11
Thursday, March 6	Cultural & Unique considerations Color of Fear Dollar Bill	Chapter 2, 19
Thursday, March 13	Presentations	Final Report Due to TK20 by 4:00 pm
Thursday, March 20	Presentations	Course Evaluations & Closing

* Jacobs, E. & Schimmel, C. J. (2012). *Impact therapy: The courage to counsel*.

** Halstead, R.W., Pehrsson, D., & Mullen, J. A. (2011). *Counseling children: A core issues approach*

COURSE REQUIREMENTS & EVALUATION CRITERIA

1. Attendance & Participation: It is expected that all classes will be attended. Respectful participation is anticipated, including during classroom activities.

2. Case Studies: This experience is designed to allow for the full integration and demonstration of the skills and techniques discussed and modeled in class. A written component may accompany this activity.

3. Final Project (60 + 50 = 110 points total): Students will work individually to produce a presentation and a report. You will choose one of the following core schemas: Disconnection and rejection, impaired autonomy and performance, impaired limits, other directedness, or over-vigilance and inhibition. Each person is responsible for a **30-minute** class presentation, a 5-7 page written report, and at least one supplemental reading. The report and the reading must be **posted on TK20 for electronic distribution**.

Written Report Guidelines (60 points): A written report on your topic is required. The report can be written to include bulleted lists, tables, and so forth. It does not have to read like a research paper. The report should be no less than 5 -7 pages. **You are producing a *comprehensive* resource for yourself and your colleagues therefore keep it professional and user friendly.**

Please refer to the grading rubrics in Appendix A.

The report should have *at least* the following sections:

- **Overview of Identified Schema** (1 page): Domains may include: abandonment/instability, mistrust/abuse, emotional deprivation, defectiveness/shame, social isolation/alienation, dependence/incompetence, vulnerability to harm or illness, enmeshment/undeveloped self, failure, entitlement/grandiosity, insufficient self-control/self-discipline, subjugation, self-sacrifice, approval seeking, negativity and pessimism, emotional inhibition, unrelenting standards, or punitiveness. Consider the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students or a student.
- **Treatment and Intervention** (1 page): Focus on interventions that are evidence-based, when possible. Include information on the counselor characteristics necessary to influence effective helping. Include a description of developmentally appropriate treatment and intervention plans for K-12 students. Identify your theoretical underpinning and support its use.
- **Crises, Disasters, Traumas & Wellness** (1 page): Illustrate processes to address possible affects from crises, disasters, or trauma-causing events. Describe the professional school counselors' role in providing preventative and wellness-resilience based services.
- **Multicultural & Substance abuse** (1 page): Illustrate processes to address possible affects from racism, biases, and/or acculturation. Consider possible affects from chemical dependency.
- **Classroom guidance lesson plan, small group outline, and individual services** (3 pages): Provide a series of lessons for the whole class and for small groups with hands-on activities (K-12). Include enough information for your peers to use this in their practice. You may provide an overview of two areas with a more comprehensive exploration of one area (e.g., describe a complete classroom guidance lesson and provide an overview of how you might work this into small group counseling and then individually).
- **Resources:** Include local, state, or national resources pertaining to serving this population in schools.
- **References:** Include at least 3 references from valid sources (e.g., peer reviewed journals, books published on the topic)

Presentation Guidelines (50 points): The **30-minute** presentation should include: a) an overview of the schema; b) treatment and interventions; c) wellness; d) a demonstration of the classroom guidance, small group unit, or individual techniques; and d) resources and *additive activities* (e.g., small group activities, short video demonstrations, mnemonics, and so forth.).

Please refer to the grading rubrics in Appendix B.

4. Portable Creative Arts Kit: (10 points Extra Credit): This is a kit designed for use in your practicum and internship experiences as well as a starting point for your career as a professional school counselor. Items to include may include: paper, crayons, glue sticks, markers, books, squeeze balls, figurines, etc.

GRADES

A	94-100%	A-	93-89%	B	88-80%	C	79-61%	F	<60%
A	103-110	A-	97-102	B	88-98	C	67-87	F	<66

Late Assignments: Typically not accepted and/or may receive point deductions.

Missed class (or assignment deadlines): There are many students with legitimate unforeseen circumstances and situations. It may become necessary for you to miss a class or an assignment during our term together. If you miss class or an assignment, zero points will be awarded for that date. There may be times when personal needs supersede class demands and if you miss one class or assignment the zero should not make a significant impact on your overall grade if you meet most of the stated course requirements as noted in the Syllabus. This policy is intended to maintain the same approach for all students and exceptions will not be made unless deemed *necessary* by the instructor.

Incomplete Grades: Typically not permitted. Reasons for assigning an Incomplete must be acceptable to the instructor. The student does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work in order to raise a deficient grade. See complete policy at: <http://www.pdx.edu/ogs/incomplete-grades>

Academic Integrity: In the PSU Student Conduct Code # 577-031-0136

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

WHAT YOU CAN EXPECT OF ME

- My teaching style tends to be supportive, positive, experiential, and respectful. When I see opportunities for improvement, I will provide them. At times, I may prompt you with further questions to create a sense of dialogue and conversation. I may redirect the conversation to see if we can shape the discussion towards a particular outcome.
- It is my intention to grade assignments within 72 hours of the due date. One week maximum.
- If there are any concerns about your level of in-class participation, I will contact you privately.
- Private concerns are to be made personally.
- I will respond to an email request within 48 hours. If you have not heard back from me, I imagine something has happened and it is appropriate to follow up. Please be explicit in the subject line to minimize response time. I work Monday-Friday so please keep that in mind if you email on Friday.
- The best way to communicate with me is before or after class.

ADDRESSING ISSUES AS THEY ARISE

Ultimately, I want to ensure a positive learning experience and your successful completion of the course. I am clear with my expectations so that you can see a direct path to earn the grade you want.

If you ever have any concerns or questions, please ask me in class or via an email. We can work together to find a solution. I look forward to working together this term.

Appendix A: Written Report (60 points)

Overview of Identified Schema: Define and describe domain(s); indicate multiple factors that may impact academic, personal, and social functioning			
Minimal-performance 7 points	Basic 8 points	Proficient 9 points	Exemplary 10 points
Minimally demonstrates comprehension points for schema	Demonstrates limited knowledge/comprehension about identified schema	Analyzes and synthesizes key concepts about identified schema	Evaluates key concepts, prevalence and considerations, and the impact on academic, personal, and social functioning
Treatment and Intervention: Describes evidence-based educational treatment and intervention plans including the role of school counselors across K-12; identify your theory including effective helping skills			
Minimal-performance 8 points	Basic 11 points	Proficient 13 points	Exemplary 15 points
Minimally demonstrates knowledge about treatment and intervention plans	Demonstrates limited comprehension and understanding about treatment and intervention plans	Analyzes and synthesizes evidence-based educational treatment and intervention plans	Evaluates treatment and intervention plans including the role of the school counselor across K-12 and effective counseling skills
Crises, Wellness, Multicultural, Substances: Describes processes to address barriers that may impede access, equity, and success for students; include the specific role of the professional school counselor to enhance successful outcomes			
Minimal-performance 7 points	Basic 8 points	Proficient 9 points	Exemplary 10 points
Minimally demonstrates an understanding of impediments to and enhancers of success	Demonstrates some understanding of impediments to and enhancers of success	Analyzes and synthesizes impediments to and enhancers of success	Evaluates impediments to and enhancers of success including the role of the school counselor regarding crises, wellness, multicultural, and substance issues
Classroom Guidance, Small Group, and Individual: Describe a classroom guidance lesson plan, small group outline, and individual process. Provides considerations across K-12 grade levels.			
Minimal-performance 8 points	Basic 11 points	Proficient 13 points	Exemplary 15 points
Minimally describes a classroom guidance lesson and/or small group unit, and/or individual session	Demonstrates a limited classroom guidance lesson plan and/or small group unit, and/or individual session	Demonstrates an evidence-based classroom guidance lesson plan and/or small group unit and/or individual session	Evaluates and demonstrates an evidence-based classroom guidance lesson plan, small group, and individual session across K-12

Resources, References, Overall Quality: Provides resources and references for the identified topic. Utilizes proper grammar and recognized APA writing style guides. Fluidity and content.			
Minimal-performance 7 points	Basic 8 points	Proficient 9 points	Exemplary 10 points
Minimally provides references and resources	Demonstrates basic use of resources and references	Analyzes and synthesizes resources and references	Evaluates resources, references and provides a distinguished project

Appendix B: Oral Presentation (50 points)

Overview of Identified Topic: Define and describe domain(s); indicate multiple factors that may impact academic, personal, and social functioning			
Minimal-performance 7 points	Basic 8 points	Proficient 9 points	Exemplary 10 points
Minimally demonstrates comprehension points for topic	Demonstrates limited knowledge/comprehension about identified topic	Analyzes and synthesizes key concepts about identified topic	Evaluates key concepts, prevalence and considerations, and the impact on academic, personal, and social functioning
Treatment and Intervention: Describe evidence-based educational treatment and intervention plans including the role of school counselors across K-12; identify your theory including effective helping skills			
Minimal-performance 7 points	Basic 8 points	Proficient 9 points	Exemplary 10 points
Minimally demonstrates knowledge about treatment and intervention plans	Demonstrates limited comprehension and understanding about treatment and intervention plans	Analyzes and synthesizes evidence-based educational treatment and intervention plans	Evaluates treatment and intervention plans including the role of the school counselor across K-12 and the theoretical underpinning
Wellness: Describe processes to address wellness and prevention programs that may improve access, equity, and success for students; include the specific role of the professional school counselor to enhance successful outcomes			
Minimal-performance 7 points	Basic 8 points	Proficient 9 points	Exemplary 10 points
Minimally demonstrates an understanding of wellness	Demonstrates some understanding of wellness	Analyzes and synthesizes wellness	Evaluates wellness and preventative programs including the role of the school counselor

Classroom Guidance, Small Group, and Individual: Describe a classroom guidance lesson plan, small group outline, or individual process. Provide considerations across K-12 grade levels.			
Minimal-performance 7 points	Basic 8 points	Proficient 9 points	Exemplary 10 points
Minimally describes a classroom guidance lesson and/or small group unit and/or individual session	Demonstrates a limited classroom guidance lesson plan and/or small group unit and/or individual session	Demonstrates an evidence-based classroom guidance lesson plan and/or small group unit and/or individual session	Evaluates and demonstrates an evidence-based classroom guidance lesson plan and/or small group unit and/or individual session considering K-12 needs
Resources, References, Overall Quality: Provides resources and references for the identified topic. Utilizes clear communication skills integrating content with presentation skills.			
Minimal-performance 7 points	Basic 8 points	Proficient 9 points	Exemplary 10 points
Minimally provides references and resources	Provides basic resources and references	Synthesizes resources and references	Evaluates resources, references and communicates with energy and knowledge