

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

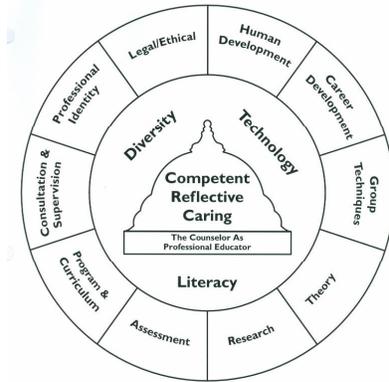
Department of Educational Leadership and Counseling

Course No: CP-652

Revised: Fall 2011

Title of Course: Counseling Children and Adolescents

THE COUNSELOR AS COMPETENT PROFESSIONAL EDUCATOR



I. Catalog Description and Credit Hours of Course:

Focus will be given to the definition, history, basic assumptions, and application of play therapy. (3)

II. Prerequisite(s):

CP-610 and CP-614, or permission of instructor.

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Elective	Elective	Elective	Elective	

IV. Purposes or Objectives of the Course:

- A. The student will become familiar with the definition, history and theoretical assumptions of play therapy.
- B. The student will become familiar with the basic process and dynamics of play therapy.
- C. The student will have knowledge of counselor qualities and skills necessary for establishing effective therapeutic alliances with children.
- D. The student will become acquainted with expressive therapies and their application in working with various childhood disorders, developmental

difficulties and traumas.

- E. The student will develop an understanding of the implications of legal and ethical issues which arise as a result of working with children.
- F. The student will become knowledgeable about multicultural diversity and its impact on the process of play therapy.

V. Course Content or Outline:	<u>Class Hours</u>
A. Introduction to Play Therapy	3
1. Definition of play therapy	
2. Historical overview	
3. Basic assumptions	
B. The Process of Play Therapy	6
1. Stages	
2. Intrapersonal and interpersonal dynamics	
3. Role of the therapist	
4. Theoretical perspectives	
C. Foundational Skills for Therapeutic Work	9
1. Therapist qualities which empower children	
2. Assessment skills	
3. Treatment planning	
4. Communication skills	
5. Application of metaphors and ceremonies	
6. Multicultural considerations	
D. Expressive Therapies	9
1. Drama	
2. Art	
3. Music	
4. Play	
5. Bibliotherapy	
E. Presenting Concerns and Play Therapy	15
1. High incidence childhood disorders	
2. Developmental challenges	
3. Grief and loss issues	
4. Physical and sexual abuse	
5. Chemical dependency	

- F. Legal and Ethical Considerations 3
1. Confidentiality and children
 2. Duty to protect
 3. Reporting child abuse
 4. Protection of records
 5. Interviewing procedures

VI. Textbook(s):

Vernon, A. (2010). Counseling children and adolescents. Denver, CO: Love Publishing Co.

Assigned readings from current professional journals.

VII. Expectations of Student:

- A. The student will participate in seminar discussions and in-class assignments.
- B. The student will be responsible for one class presentation.
- C. The student will write a resource paper on the topic of their presentation.

VIII. Basis for Student Evaluation

- A. Written examinations (25%)
- B. Written critiques of professional articles (25%)
- D. Presentation (25%)
- E. Graduate quality research paper (25%)

Final letter grade:

91% to 100% -- A
81% to 90% -- B
71% to 80% -- C
0% to 70% -- F

Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations

of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: <http://www6.semo.edu/judaffairs/code.html>

Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

X. Students with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://www.semo.edu/cs/services/disability.htm>

XI. Civility, Respect and Classroom Etiquette:

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XII. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [Student Handbook](#).

XIII. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See <http://www4.semo.edu/counsel/Program/know-base.htm>

IX. Course Schedule

Note: Course Schedule will be added each semester by the instructor.

DEPARTMENTAL APPROVAL DATE

COLLEGE COUNCIL APPROVAL DATE

Knowledge Base References:

Drewes, A.A., Carey, L.J., & Schaefer, C.E. (Eds.) (2001). *School-based play therapy*. New York: Wiley.

Frost, J.L., Wortham, S.C., & Reifel, S. (2005). *Play and child development* (2nd ed.). Upper Saddle River, N.J: Pearson/Merrill Prentice Hall.

Gitlin-Weiner, K., Sandgrund, A., & Schaefer, C. (Ed.). (2000). *Play diagnosis and assessment* (2nd ed.). New York: Wiley.

Kaduson, H.G., & Schaefer, C. (Eds.) (2000). *Short-term play therapy for children*. New York: Guilford

Kottman, T. (2001). *Play therapy: Basics and beyond*. Alexandria, VA: American Counseling Association.

Kottman, T. (2003). *Partners in play: An Adlerian approach to play therapy* (2nd ed.). Alexandria, VA: American Counseling Association.

- LaBauve, B.J., Watts, R.E., & Kottman, T. (2001). Approaches to play therapy: a tabular overview. *TCA Journal*, 29, 105-114.
- Landreth, G.L. (2001). *Innovations in play therapy: Issues, process, and special populations*. Philadelphia: Brunner-Routledge.
- Landreth, G.L. (2002). *Play therapy: The art of the relationship* (2nd ed.). New York: Brunner-Routledge.
- McGuire, G.K., & McGuire, D.E. (2001). *Linking parents to play therapy: a practical guide with applications, interventions, and case studies*. Philadelphia: Brunner-Routledge.
- Schaeffer, C. (Ed.) (2003). *Foundations of play therapy*. Hoboken, NJ: Wiley.
- Sweeney, D.S., & Rocha, S.L. (2000). Using play therapy to assess family dynamics. In R.E. Watts (Ed.), Techniques in marriage and family counseling (Vol. 1). Alexandria, VA: American Counseling Association.
- Watts, R.E., & Broaddus, J.L. (2002). Improving parent-child relationships through filial therapy: An interview with Garry Landreth. *Journal of Counseling and Development*, 80, 382-389.

