COUN 561 - Counseling Children and Adolescents

Teacher	Dr. J. Sargent		
Semester	Spring	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module builds on the practicum in counseling and uses theories and techniques to focus on the specific needs of children and adolescents.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	50	20%
Readings & Responses	50	20%
Phase 2	40	50%
Participation	30	10%
Presentation	10	40%
Phase 3	60	30%
Research Paper	60	30%
Total	**150**	**100%**

Content of the Module	An examination of the interpersonal dynamics of children and adolescents who come to counselors for help due to the severity of their spiritual, emotional, motivational, behavioral, and adjustment problems. Counseling procedures for normal developmental concerns and issues, as well as clinical procedures, treatment methods, and counseling approaches for the more resistant and recalcitrant youth, will be covered. This course is designed to introduce the student to various aspects of psychopathology in children and adolescents, using normal development as a yardstick with which to measure pathology. Special emphasis will be given to important concerns such as suicide, pregnancy, violence, and loss. These issues will be approached from a developmental frame of reference and counseling strategies that can interrupt the cycle of self-defeating behavior will be explored.
Learning Objectives	A. General Learning Objectives This course seeks to: • Develop the student's understanding of typical child development. • Develop the student's understanding of typical adolescent development. • Equip the students with an understanding of psychopathology. • Acquaint the students with various concerns of child and adolescent development. • Explore counseling techniques that are employed for children and adolescents. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Demonstrate self-awareness, sensitivity to others, and skills needed to relate to diverse individuals, groups, and classrooms. • Demonstrate sample counseling and classroom guidance skills. • Demonstrate the ability to use procedures for assessing and managing suicide risk. • Demonstrate the ability to recognize personal limitations and readiness to seek supervision. • Demonstrate multicultural competencies.
Outline	• Typical Child Development • Typical Adolescent Development • Common Psychological Problems and Issues for Children and Adolescents. • Counseling Tools and Techniques Suitable for Children and Adolescents. • Individual, Group, and Classroom interventions.
Examination	The final exam will be an essay exam that requires you to apply a combination of child counseling theory, understanding of children’s issues, intervention strategies, and research support to specific case studies. Your responses should be unique, and distinct, and reflect YOUR work and learning gleaned from the course lectures, presentations, and readings.

Core Literature	**Textbook:** Henderson, D. & Thompson, C.L. (2007). Counseling children (8th Ed.). Belmont, CA: Thomson/Brooks/Cole. **Reading List:** Axline, V. M. (1969). Play therapy. New York: Ballantine Books. Geldard, K. & Geldard, D. (2002). Counseling children: A practical introduction. London: Sage Publications. Golden, L. B. (2002). Case studies in child and adolescent counseling. Upper Saddle River, NJ: Pearson Education. Dobson, J. C. (2004). The New Strong-Willed Child. Carol Stream, IL: Tyndale House Publishers. Dobson, J. C. (2005). Bringing up Boys. Carol Stream, IL: Tyndale House Publishers. Dobson, J. C. (2010). Bringing up Girls. Carol Stream, IL: Tyndale House Publishers. Hazler, R. J. (2008). Helping in the Hallways. Thousand Oaks, CA: Corwin Press. Landreth, G. L. (1991). Play therapy: The art of the relationship. Briston, PA: Accelerated Development. Levy, R. & O'Hanlon, W. (2001). Try and Make Me! New York, NY: New American Library. Mordock, J. B. (1991). Counseling children: Basic principles for helping the troubled and defiant child. New York, NY: The Continuum Publishing Company. Oaklander, V. (1998). Windows to our children. (2nd Ed.). Highland, New York: Gestalt Journal Press. Schaefer, C. (1999). Innovative psychotherapy techniques in child and adolescent therapy (2nd Ed.). New York, NY: John Wiley &Sons. Taffel, R. (2001). Getting through to difficult kids and parents: Uncommon sense for child professionals. New York, NY: The Guilford Press.
Other information	