

Syllabus for
GCSL 723—Counseling Children and Adolescents
3 Credit Hours
Fall 2015

I. COURSE DESCRIPTION

A course designed to equip counselors-in-training with effective strategies in working with children and adolescents. Covers history, theories, modalities, developmentally effective techniques, applications, and counseling skills of play therapy with children and adolescents. Includes an emphasis on diversity sensitivity and ethical practices. Integrates Christian thought with psychological perspectives for understanding basic principles of child and adolescent development, trauma, family consultation, prevention methods, and treatment plan development. Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Study the basic principles of child and adolescent development.
- B. Learn to use specific counseling strategies/techniques and theories that are effective in working with children and adolescents in terms of physical, psychological, social, intellectual, moral, and spiritual needs.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss programs that emphasize prevention and the needs of a multicultural population.
- B. Discuss an integrative approach (i.e., Christian thought with psychological perspectives) to working with children and adolescents.
- C. Explain how to implement developmental counseling programs.
- D. Present, either orally or in writing, a method of working effectively with at-risk and special populations.
- E. Explain the importance of gaining skills in small-group facilitation, consultation, and working with the families of children and adolescents.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Landreth, Garry, L. *Play Therapy: The Art of the Relationship*. 3rd ed., 2012.
Routledge, Taylor & Francis Group: New York. ISBN: 9780415886819.
Digital Version is available

Steele, William. *Trauma-Informed Practices with Children and Adolescents*. 2011. Routledge, Taylor & Francis Group: New York. ISBN: 9780415890526. **Digital Version is available**

Schaefer, C. E. *Foundations of Play Therapy*. 2nd ed. Hoboken, NJ: Wiley & Sons, 2011. ISBN: 9780470527528

Wilmshurst, Linda. *Child and Adolescent Psychopathology*. 3rd ed. 2014. Sage Publications, Inc.: California. ISBN: 9781452242323

2. Other
None

B. Optional Materials

1. Textbooks

Ray, Dee C., *Advanced Play Therapy: Essential Conditions, Knowledge, and Skills or Child Practice*. 2011. Routledge, Taylor & Francis Group: New York. ISBN: 9780415886048

Haen, Craig, Ed. *Engaging Boys in Treatment: Creative Approaches to the Therapy Process*. 2011. Routledge, Taylor & Francis Group: New York. ISBN: 9780415874069.

Gil, Eliana. *The Healing Power of Play: Working with Abused Children*. 1991. The Guilford Press: New York. ISBN: 0898624673.

Schaefer, Charles, E., Ed. *Foundations of Play Therapy*. 2003. Wiley & Sons, Inc.: Hoboken, New Jersey. ISBN: 978047126472.

2. Other (General Play Therapy Readings)

Axline, Virginia M. (1989). *Play Therapy*. Philadelphia: Churchill Livingstone. ISBN: 9780443040610

Axline, Virginia M.. (1986). *Dibs, in search of self*. New York: Ballantine. ISBN: 9780345339256

Carmichael, Karla. (2005). *Play therapy: an introduction*. Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 9780130974181

Giordano, Maria, Landreth, Garry & Jones, Leslie. (2005). *A practical handbook for building the play therapy relationship*. Lanham, MD: Rowman & Littlefield Publishers. ISBN: 9780765701114

Kottman, Terry. (2010). *Play therapy: Basics and beyond*. Alexandria, VA: American Counseling Association. ISBN: 9781556203053

Moustakas, Clark E. (1992). *Psychotherapy with children (the living relationship)*. n.p.: Carron Pub. ISBN: 9780963103100

O'Connor, Kevin. (2000). *The play therapy primer*. NY: John Wiley & Sons. ISBN: 9780471248736

O'Connor, Kevin J. & Braverman, Lisa D. (Eds.) (2009). *Play therapy theory and practice: Comparing theories and techniques*. Hoboken, NJ: John Wiley & Sons. ISBN: 9780470122365

Schaefer, Charles E., Ed. (1992). *The therapeutic powers of play*. Northvale, NJ: Jason Aronson. ISBN: 9780876684542

Schaefer, Charles E. & O'Connor, Kevin J. (1983). *Handbook of play therapy*. Vol. 1. NY: John Wiley & Sons. ISBN: 9780471094623

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.

- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Graduate School of Theology Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.

b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the Graduate School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).

b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)

c. Students taking late exams should expect alternate versions of the original exams.

d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

a. Students will receive one letter grade reduction after missing more than two weeks of classes.

b. Students who miss more than one month of classes will fail the course.

c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**

- d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
 - e. Students are expected to be prompt for classes.
 - f. Students are expected to remain for the entire class session.
 - g. Leaving early without permission constitutes an absence.
5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C. Course Policies and Procedures

1. Evaluation Procedures

a. **Grading:**

Play Therapy Modality Paper	40 points
Class Presentations- Case Study	100 points
Midterm Exam	100 points
Final Exam	<u>100 points</u>
Total	340 points

- b. **Grading Scale:**
 A=306-340 points
 B=272-305 points
 C=238-271 points
 D=204-237 points
 F=208 points and below

2. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
- b. WPA requirements for this course:
None

3. Other Policies and/or Procedures

- a. **Play Therapy Modality Paper**
Students review one play therapy modality. The written review must be 5-7 pages addressing the specific modality, basic principles, techniques, identify strengths and weaknesses from a play therapists perspective, and personal reaction to the modality. Written in APA format.
- b. **Class Presentation: Case Study**
Students will be assigned a case study from Wilmhurst. Students will present the basic principles of the assigned play therapy modality and will design a play therapy treatment protocol for 8 weeks of treatment. Students will describe the 8 weeks of play therapy techniques used to address the issues presented in the case study. Students will also submit a written summary of the presentation.

VI. COURSE CALENDAR

Date	Topic
Week 1	Introduction – Counseling Children and Adolescents, Landreth, ch. 1-4.
Week 2	Landreth, ch. 5, Steele, ch 1
Week 3	Labor Day – No Class
Week 4	Landreth, ch. 6-7, Steele, ch. 2-3
Week 5	Landreth ch. 8, Steele, ch. 4
Week 6	Landreth, ch. 9, Steele, ch. 5, Schaefer, ch. 1, 2, 3
Week 7	Experiential Play Therapy with nonclinical population, nondirective
Week 8	Play Therapy Modality Paper Due, Schaefer, ch. 5, 6, 7
Week 9	Fall Break – No Class
Week 10	Midterm Exam , Landreth, ch. 10, Steele, ch. 6, Schaefer, ch. 9, 10, 11
Week 11	Landreth, ch. 11, Steele, ch. 7, Schaefer, ch. 12, 13
Week 12	Experiential Play Therapy with nonclinical population, directive
Week 13	Landreth, ch. 12-13, Steele, ch. 8, Schaefer, ch. 15, 16
Week 14	Landreth, ch. 14-17
Week 15	Class Presentations – Case Study with Different Play Therapy Modalities
Week 16	Class Presentations – Case Study with Different Play Therapy Modalities Final Exam (university schedule)

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

M. A. Christian Counseling

GCSL 723 Counseling Children and Adolescents

Dr. Kelly James, Instructor

Fall 2015

This course contributes to student learning outcomes for the M.A. Christian Counseling degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Theology/Philosophy of Counseling				
Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.			X	
Assessment Techniques				
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.			X	
Clinical/Theoretical Diagnostic Appraisal				
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.		X		
Treatment Plans in Response to Diagnosis				
Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship.	X			
Research Skills and Methodologies				
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.		X		
Professional Code of Ethics				
Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.		X		