

COUN 524 Syllabus Child and Adolescent Counseling

Course Description

Each student will develop an integrated understanding of children's developmental communication and will acquire the necessary play therapy skills needed to facilitate children's expression, self-understanding, personal growth, and development. Observation of and supervised experiences in play therapy are integral parts of the course. Although there are many ways to do play therapy according to the various counseling theories, the basic play therapy skills must be learned first. Therefore, the class will focus on child/person-centered play therapy techniques because they are congruent with basic play therapy skills. Sandtray Therapy and Expressive Arts will also be briefly discussed as techniques useful for older children, low functioning clients, or clients who struggle with emotional awareness and expression.

Course Objectives

The student will be able to:

- A. Demonstrate an understanding of children's perceptual view of their world.
- B. Explain how children communicate and the rationale for using play therapy.
- C. Identify the meaning, implications, and themes of children's play behavior.
- D. Identify the toys and materials recommended for play therapy and explain their purpose.
- E. Demonstrate the ability to establish a safe relationship with children that is empathic, understanding, and accepting.
- F. Demonstrate the ability to empathically respond to the content and emotional expression in children's verbal, nonverbal, and play behaviors.
- G. Explain the rationale for therapeutic limit setting, identify areas where limits are needed and demonstrate the ability to effectively implement the steps in setting limits.
- H. Explain how to determine therapeutic progress in therapy and the steps in preparing a child for termination.
- I. Explain how to utilize parents in the therapeutic process.
- J. Identify and use relevant American Counseling Association ethical principles, legal considerations in working with children and appropriate multicultural considerations.

Pre-Requisites

COUN 500, COUN 511A, COUN 518. Co-requisite: COUN 520

Student Learning Outcome Language

As you know, the Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO's are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do, but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be assessed at any time, but is always assessed in Coun 511, 530, and 584). There are at least three times when a student's individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to research project (the semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook.

Calendar

Date/Topics	Readings/Resources	Due
Week 1 Introduction & Syllabus A Child's World	Landreth Ch. 5 & 6	
Week 2 The Meaning of Play; Toys & Materials	Landreth Ch. 1-8	
Week 3		
Week 4 FUNdamentals of Play Part 1	Landreth Ch. 9 & 10	Child Abuse Training Certificate (submit by noon)
Week 5 FUNdamentals of Play Part 2	Landreth Ch. 11-17	
Week 6	Watch Landreth Videos: CCPT Clinical Session Choices, Cookies, & Kids	
Week 7 Play Therapy & Dibs Exam		In class Play Therapy & Dibs Exam 4:00-5:10 PM
Week 8 Play therapy-mini practicum #1	Be ready to facilitate a play therapy session	Play therapy bag will be provided and in the lab
Week 9 Introduction to Sandtray	Homeyer & Sweeney (All)	
Week 10 Quiz then Sandtray-mini practicum #1	Be ready to facilitate a sandtray session	In class Sandtray Quiz 4:00-4:05 Sandtray kit will be provided and in the lab
Week 11 Introduction to Expressive Arts	Oaklander-chapters 2, 3, 4, 9, & 10	Play Therapy Write-up (submit by noon)
Week 12 Quiz then Expressive arts-mini practicum #1	Be ready to facilitate expressive arts intervention	In class Expressive Arts Quiz 4:00-4:05 Bring your own expressive arts supplies to the lab
Week 13 Consultations Tele-health activities/resources	Canvas Articles Internet Resources	
Week 14		
Week 15 Play therapy-mini practicum #2	Be ready to facilitate a play therapy session	Sandtray Write-up (submit by noon) Play therapy bag will be provided and in the lab
Week 16 Sandtray-mini practicum #2	Be ready to facilitate a sandtray session	Expressive Arts Write-up (submit by noon) Sandtray kit will be provided and in the lab
Week 17 Class meets from 4:00-5:50 Expressive arts-mini practicum #2	Be ready to facilitate expressive arts intervention	Optional Research paper (submit by noon) Bring your own expressive arts supplies to the lab