



Leadership for Diverse Communities

Seminar in Therapeutic Methods with Children,
Adolescents, and Their Families
COUNS 233 (3 Credit Hours)

Master Syllabus in Compliance with CTC Standards 2001

Recommended Prerequisites: Coun 206 (Lifespan Development); and Coun 230 (Theories of Marriage and Family Therapy).

Course Description and Objectives: In this course students will:

1. CTC 2, 5, 7, 9, 11, 14, 25: Develop theoretical foundations and clinical skills for working with children, adolescents, and their families. This course focuses on strength-based systemic and play therapy models for working with children and their families. Course material highlights approaches that emphasize improving family relationships and focus on child/family strengths and resiliencies. Child and family developmental theories are reviewed. Specific clinical issues are addressed; these include divorce/remarriage, child abuse, ADD/ADHD, depression, conduct disorders, gang involvement, and parental/social relationships.
2. CTC 8: Be exposed to child and adolescent assessment from psychosocial, medical, educational, and familial aspects. They are engaged in analysis of live and theoretical case study and also direct observation of children.
3. CTC 29, 31: Have an opportunity to observe and interact with children in the university Early Education Center or other locations (and be able to demonstrate specific skills taught in the course).
4. CTC 30: Further explore their preferred approach to child/adolescent therapy, demonstrates the ability to select models or techniques appropriate to families' presenting problems, and know how to write in APA format.
5. CTC 9: Give presentations on safety issues and needs of witness, victims and perpetrators of violence.
6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

Assignments

Quiz:

The quiz will consist of 10 multiple choice questions stemming from the materials from the course (readings and lectures) up to that point. It will be given at the beginning of the class and will be approximately 30 minutes long. Lecture will follow. Please bring a scantron and pencil for the quiz.

Child Abuse Exam/Midterm:

The Midterm exam consists of responding to a clinical vignette regarding child abuse in essay format. The professor will provide three clinical vignettes and you will be required to respond to one (out of three) clinical vignettes in a coherent essay. You will be expected to demonstrate competency with the relevant Child and Play Therapy theories and approaches taught to that point in the course. The entire class period will be devoted to the midterm; you will be free to leave upon completion of the midterm. Please bring paper and a pen/pencil for the midterm.

Group Presentation: CTC 9

The group theory presentation will ask you to examine in depth issues related to children/adolescence where issues of violence are present in their lives. Each group will focus on some different aspect of children and violence. The six areas of group presentations are: Children and physical abuse, children and sexual abuse, children and neglect/emotional abuse, adolescents and gang involvement, adolescents and date rape, minors and their parents' domestic violence. Each group presentation should last 20 minutes.

Child Interview/Role Play:

You will be required to do a 20-minute interview with a child using techniques you learn from play therapy (e.g. puppet interviewing, art therapy, Theraplay®, story-telling, etc.). The interview will be conducted at Fresno Family Counseling Center with the faculty and other class members viewing your session through digital feedback monitors at that site. You are free to bring in a child of your choice (a relative, one of your children, etc.), but if you do not have contact with an available child one will be provided for you. Although you will not be conducting an actual child therapy session, it is expected that you be able to play with and develop a rapport with a child while demonstrating the techniques and skills acquired from the course. During each class session, play therapy techniques will be introduced and demonstrated in preparation for this assignment. Come to class prepared to play!

Techniques/Games:

You will be expected to sign up for and present one technique or game from the Kaduson & Schaefer (1997) book *101 Favorite Play Therapy Techniques* to the whole class during the semester (if there are extra spots/time slots available extra credit opportunities may exist). There will be designated sections of the book to choose from for the available dates. Please coordinate with other students who sign up for the same date so that duplication of techniques/games does not occur. You will be expected to provide the materials and/or supplies for the technique yourself. You can choose to involve the whole class, role play in front of the class, or simply demonstrate the activity as would be most appropriate for the technique. Remember, approximately 5 or 6 technique presentations need to occur on the designated dates, so please keep the presentations timely.

Below are listed the general descriptions of the assignments for this course. Specific instructions and directions regarding each item will be given to the students at the appropriate time during the course. Late work will not be accepted. The percentages are as follows:

Assignments:	%	Due:
Quiz	20%	9/7/10
Child Abuse Exam/Midterm	20%	9/21/10
Group Presentation	10%	10/30/10
Child Interview/Role Play	30%	12/7/10
Techniques/Games	10%	<i>en passim</i>
Attendance, Readings & Class Participation	10%	<i>en passim</i>

Overall grades will be determined as follows:

A=90%-100%; B=80%-89%; C=70%-79%; D=60%-69%; F=59% and below.

* Schedule is a flexible guide or approximation. Changes may occur.

Schedule* :

	Topic:	CTC 9, 25	Readings:
8/24/10	Course Introduction/Let the Play Begin! Common Childhood Disorders (Overview)		Syllabus
8/31/10 Recommended)	History & Overview of Play Therapy Models ADHD Techniques/Games		C: Ch.1-2 K&M Ch. 1-2 (Bailey: 12 <i>101</i> : Section 1 or 2
9/7/10	Quiz		
9/14/10	Infant-Preschool Mental Health		(Zeanah: Recommended)
9/21/10	Psychoanalytic Play therapies (including Adlerian and Jungian) Eating/Elimination Disorders Techniques and Games		C: 3-5 (Skim) K&M Ch. 4&7 <i>101</i> : Section 2 or 3
9/28/10	Client Centered Play Therapy Excerpts from <i>Hook</i> Techniques and Games		C: Ch. 6 (Landreth: Recommended) <i>101</i> : Section 2 or 3

10/5/10	Theraplay® Reactive Attachment Disorder	(Jernberg & Booth: Recommended) K&M Ch. 16
10/12/10	More Theraplay®	(Jernberg & Booth: Recommended)
10/19/10	Quiz Child Abuse Anxiety Disorders	Study! (Bailey Ch. 6-7: Recommended) K&M Ch. 6 (Bailey: 8
Recommended)	Techniques and Games	<i>101</i> : Section 6 or 8
10/26/10	Filial Therapy/Ecosystemic Play therapy Depression (Mood Disorders) Techniques and Games	C: 11-12 K&M Ch.5(Bailey: 9 Recommended) <i>101</i> : Section 7
11/2/10	Midterm	Study!
11/9/10 Bb	Children of Divorce (including DV) Puppets/Story-telling/Family Play Therapy	Readings Provided by Professor on (Gil: Recommended & Bailey: Ch.
10,13)	Techniques and Games	<i>101</i> : Section 5
11/16/10 Bb)	Adolescents Oppositional Behavior/Conduct Disorder/Gangs Techniques and Games	Keim article (Bailey: Ch. 11 – On K&M Ch. 3 <i>101</i> : Section 4
11/23/10	Group Presentations	<i>DUE</i> : Group Presentation
11/30/10	Child Interviews/Role Plays	<i>DUE</i> : Child Interviews/Role Plays
12/7/10	Conclusion; Student Evaluations	

Texts:**Required:**

Carmichael, K.D. (2006). *Play therapy: An introduction*. Upper Saddle River, NJ: Pearson Education, Inc.

Kaduson, H., & Schaefer., C. (1997). *101 favorite play therapy techniques*. Northvale: Jason Aronson Inc.

Kronenberger, W. G., & Meyer, R. G. (2001). *The child clinician's handbook* (2nd Ed.). Boston, MA: Allyn and Bacon.

Recommended:

** Booth, P.B. & Jernberg, A.M. (2009). *Theraplay: Helping parents and children build better relationships through attachment-based play*. 3rd ed., San Francisco, CA: Jossey-Bass Publishers.

**Bailey, C.E. (2000). *Children in therapy: Using the family as a resource*. New York, NY: W.W. Norton & Co.

Gil, E. (1994). *Play in family therapy*. New York, NY: Guilford Press.

Landreth, G. (2002). *Play therapy: The art of the relationship*. New York, NY: Taylor & Francis Books.

Zeanah, Jr., C.H. (2009). *Handbook of Infant Mental Health*. New York, NY: Guilford

**Highly Recommended

Attendance, Participation, & Readings:

Attendance at all class sessions is expected. Excused absences under the university's policies for excused absences will be honored. Please call or notify the professor *in advance* of an excused absence. Unexcused absences will adversely affect your grade. Each unexcused absence will cost 3 percentage points from your grade. After three unexcused absences, you will not be able to complete the course. Additionally, you are expected to come to each class session with questions and comments from the materials. Vocal participation from everyone is expected. Such participation should reflect that you have read the material and are prepared to participate.

Policy on the use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07):

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on "silent mode" (**not** "vibrate mode" - though in Dr. Weir's classes vibrate mode is acceptable if a student is "on call" or has other emergency needs) upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.),

shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

Classroom Conduct:

It is expected that the classroom will be a safe place for learning and the free sharing of intellectual pursuits. Additionally, common courtesy is required so that *everyone* may participate and enjoy the scholarly pursuit of the educational endeavors of the course. Disruptive behavior will not be tolerated and the university policy regarding classroom conduct will be followed.

Writing Format:

It is expected that all written work will contain appropriate grammar, spelling, punctuation, and format in APA style. Normal fonts and margins should be applied. Assistance with writing is available at the writing center located on the first floor of the Education Building or in the English Department (278-2553). Additionally, students must avoid cheating and plagiarism. The consequences for plagiarism (either a direct quote or paraphrase that is plagiarized) may include failing the course and/or disciplinary action (e.g. probation; suspension; and/or dismissal from the class, program, or CSUF).

Disability Accommodations:

Reasonable accommodations are available for students who have documented disabilities. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the University's Services for Students with Disabilities – 278-2811.

Candidate Professional Dispositions

The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities

<i>Reflection</i>	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
<i>Critical thinking</i>	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
<i>Professional ethics</i>	Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
<i>Valuing diversity</i>	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity..
<i>Collaboration</i>	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
<i>Life-long learning</i>	Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

SCHOOL'S THEME, MISSION AND VISION

Theme: "Making a Difference in a Diverse Society: Leadership for a New Millennium."

Vision: The School of Education and Human Development is committed to developing the knowledge, skills and values for education leadership in a changing, diverse and technologically complex society.

Mission: The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and

educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

Suggested Readings:

Suggested Readings from the end of chapters in the Nichols and Schwartz text.

Ackerman, N. W. (1958). *The psychodynamics of family life*. New York: Basic.

Andersen, T. (1991). *The reflecting team: Dialogues and dialogues about the dialogues*. New York: Norton.

Anderson, H., & Goolishian, H. (1992). The client is the expert: A not-knowing approach to therapy. In S. McNamee, & K. J. Gergen (Eds.), *Therapy as Social Construction* (pp. 25-39).

Newbury Park, CA: Sage.

Barkley, R. A. (1990). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment*. New York: Guilford.

Beck, A. T. & Emery, G. (1985). *Anxiety disorders and phobias: A cognitive perspective*. Basic Books.

Berman, P.S. (1997). *Case conceptualization and treatment planning: Exercises for integrating theory with clinical practice*. Thousand Oaks, CA: Sage.

Bloomquist, M. L. (1996). *Skills Training for children with behavior disorders: A parents and therapists guidebook*. New York: Guilford Press.

Bowen, M. (1978). *Family therapy in clinical practice*. New York: Jason Aronson.

Buelow, G., Herbert, S., & Buelow, S. (2000) *Psychotherapist's resource on psychiatric Indications:*

Issues of treatment and referral. Belmont, CA: Brooks/Cole

Capuzzi, D. (1994). *Suicide prevention in the schools: Guidelines for middle and high school*

settings. Alexandria, VA: American Counseling Association.

Castillo, R. (1997). *Culture and mental illness: A client centered Approach*. Pacific Grove, CA:

Brooks/Cole.

Cooper, J. F. (1995). *A primer of brief psychotherapy*. New York: W. W. Norton.

de Shazer, S. (1988). *Clues: Investigating solutions in brief therapy*. New York: Norton.

Frankl, V. (1984). *Man's search for meaning: An introduction to logotherapy*. New York: Simon & Schuster.

Freedman, J., & Combs, G. (1996). *Narrative therapy: The social construction of preferred realities*.

New York: Norton.

Freeman, J., Epston, D., & Lobovits (1997). *Playful approaches to serious problems: Narrative*

therapy with children and their families. New York: Norton.

- Gergen, K. J. (1991). *The saturated self*. New York: Basic Books.
- Gil, E. (1994). *Play in family therapy*. New York: Guilford.
- Guerin, P. J., Fay, L. F., Burden, S. L., & Kautto, J. G. (1987). *The Evaluation and Treatment of Marital Conflict: A four -stage approach*. Basic Books Inc.
- Haley, J. (1987). *Problem-solving therapy*. San Francisco: Jossey-Bass.
- Hersen, M., & Turner, S.M. (Eds.). (1985). *Diagnostic interviewing*. New York: Plenum Press.
- Huber, C. H., & Baruth, L. G. (1989). *Rational-emotive family therapy*. New York: Springer.
- Jongsman, A. E., & Peterson, L. M. (1995). *The complete psychotherapy treatment planner*. New York: John Wiley & Sons.
- Jongsman, A. E., Peterson, L. M., & McInnis, W. P. (1995). *Child and adolescent psychotherapy treatment planner*. New York: John Wiley & Sons.
- Kaduson, H. & Schaefer, C. (Eds.) (1997). *101 favorite play therapy techniques*. Northvale, NJ: Aronson.
- Leavitt, F. (1995). *Drugs and Behavior*. Thousand Oaks, CA: Sage.
- Madanes, C. (1981). *Strategic family therapy*. San Francisco: Jossey-Bass.
- Minuchin, S., & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard.
- Moline, M. E., Williams, G. T., & Austin, K. M. (1998). *Documenting psychotherapy: Essentials for mental health practitioners*. Twin Oaks: Sage.
- Napier, A., & Whitaker, C. (1960). *The family crucible*. Boston: Houghton Mifflin.
- Nichols, M. P. (1995). *The lost art of listening: How learning to listen can improve relationships*. New York: Guilford.
- O'Hanlon, W., & Weiner-Davis, M. (1989). *In search of solutions*. New York: Norton.
- Oaklander, V. (1988). *Windows to Our Children*. Highland NY: Gestalt Therapy Press.
- Peterson, L. W., & Hardin, M. E. (1997). *Children in distress: A guide for screening children's art*. New York: Norton.
- Satir, V. (1988). *The new peoplemaking*. Palo Alto, CA: Science and Behavior Books.
- Satir, V. (1991). *The Satir model*. Palo Alto, CA: Science and Behavior Books.
- Selekman, M. D. (1997). *Solution-focused therapy with children: Harnessing family strengths for systemic change*. New York: Guilford.
- Seligman, L. (1990). *Selecting effective treatments*. San Francisco: Jossey-Bass.
- Seligman, L. (1996). *Diagnosis and treatment planning. (21/ded.)*. Human Services.
- Scharff, D., & Scharff, I. (1987). *Object relations and family therapy*. New York: Jason Aronson.

- Sherman, R., Oresky, P., & Rountree, Y. (1991) *Solving Problems in Couples and Marriage Therapy: Techniques and Tactics*. NY: Brunner/Maze!.
- Sommers-Flanagan, J. & Sommers-Flanagan, R. (1997). *Tough Kids, Cool Counseling: User-friendly approaches with challenging youth*. VA: American Counseling Association.
- Thomlison, S. (2002). *Family assessment handbook: An introductory practice guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole.
- Thompson, C. L. & Rudolph, L. B. (2000). *Counseling children*. Belmont, CA: Brooks/Cole.
- Walter, J. & Peller, J. (1992). *Becoming Solution Focused in Brief Therapy*. New York: Brunner/Maze!.
- Walters, M., Carter, B., Papp, P., & Silverstein, O. (1988). *The invisible web: Gender patterns in family relationships*. New York: Guilford.
- Walsh, J. (2000). *Clinical case management with persons having mental illness: A relationship-based perspective*. Belmont, CA: Brooks/Cole.
- White, M., & Epston, D. (1990). *Narrative Means to Therapeutic Ends*. New York: Norton.
- Yalom, I. (1980). *Existential psychotherapy*. New York: Basic.
- Zeigler-Dendy, C. A. (1995). *Teenagers with ADD: A parents' Guide*. Bethesda, MD: Woodbine.