

**APCE 603:
Counseling Children and Adolescents
Holly Shaw, Ph.D., LPC
Fall 2009**

Instructor: Holly Shaw, Ph.D., LPC

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Prerequisite: APCE 607

Dates of Class:

<u>First Weekend:</u>	<u>Second Weekend</u>	<u>Times</u>
Friday, October 16	Friday October 30	4:05-10:00pm
Saturday, October 17	Saturday, October 31	8:00-5:00pm
Sunday, Oct 18	Sunday, November 1	8:00-4:00pm

Course Description: Provides a comprehensive study of a variety of therapeutic counseling approaches and techniques used effectively with children and adolescents. Focuses on how significant others in the lives of children may be involved in therapeutic counseling with home, school and community.

Course Objectives:

1. The student will be exposed to an overview of child and adolescent development and will understand how developmental concerns impact counseling.
2. The student will discuss and apply his or her theoretical and practical approach to providing counseling for children, adolescents and their caregivers.
3. The student will experience and demonstrate various counseling techniques used with children, adolescents and their caregivers.
4. The student will develop a written framework from which he or she can assess, conceptualize and plan child and adolescent counseling.
5. The student will understand how and why to integrate the child's significant others into counseling in diverse settings.
6. The student will function in an ethical and professional manner at all times.
7. The student will follow the code of ethics of the American Counseling Association.

Method of Instruction: Lecture format, class discussions, videotapes, experiential exercises, and a guest presenter. You will be given handouts for each weekend that outlines the lecture material.

Required Texts: Available at the UNC bookstore or online vendors. See reading assignments due before each weekend (second page.)

- 1) Richardson, B. (2000). *Working with Challenging Youth*.
- 2) Berg, I. & T. Steiner (2003). *Children's Solution Work*.
- 3) Oaklander, V. (1998). *Windows to Our Children*.
- 4) Axline, V. (1986). *Dibs: In Search of Self*.

Evaluation: Letter Grade: A = 90-100; B = 80-89; C = 70-79; D = 60-69; below 69=F
There is no extra credit available.

Paper/Project Grading Policy: Papers/projects should reflect the skills and quality expected of a professional counselor. This includes the use of appropriate grammar, logical reasoning and appropriate professional references. The APA Style Manual is the reference guide for writing style. All materials submitted should be double-spaced. Grading will be based on thoroughness, significance, accuracy, relatedness to course content and style. Papers receiving an "A" grade will be outstanding in each area. Grammar errors, spelling errors, and writing that is not clear will impact the evaluation of your paper. **Late assignments will not be considered for an "A" grade.**

Attendance: The instructor must be notified of any need to be absent from class. **If you need to miss more than four hours of class, you should drop this course and take it again at another time. Due to the intensive nature of this course, there are no exceptions to this policy.**

Academic Conduct: Cheating on examinations, submitting other students' or any authors' work as your own, or any other plagiarism will result in penalties ranging from an F on an assignment to expulsion from UNC.

Professional Conduct: Students are expected to adhere to the appropriate Code of Ethics for their particular program. As a student, you represent yourself, your profession and UNC. Any behavior that is deemed unethical will be grounds for dismissal from the program.

Disability Statement: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Course Requirements for APCE 603:

READING ASSIGNMENTS

1. **Before the first weekend which focuses on counseling children**, read all of Axline's *Dibs: In Search of Self*, read chapters 1,2 and 3 from *Windows to Our Children*, and read chapters 4, 5 and 6 from Berg and Steiner's *Children's Solution Work*.
2. **Before the second weekend which focuses on counseling adolescents**, read all of Richardson's *Working with Challenging Youth* and read chapters 1, 2 and 3 and pgs. 183-209 from Berg and Steiner's *Children's Solution Work*. (The Berg & Steiner chapters focus on the basic of a solution-focused approach, and also specifically on work with adolescents.)

GRADED ASSIGNMENTS

1) **Reaction Paper to either the Richardson book or the Axline book:** (15 % of your grade). Depending on whether you plan to work with children or adolescents, select either the Richardson book *Working with Challenging Youth*, or Axline's book, *Dibs: In Search of Self*, and write a **3-page** reaction paper to the book. The paper should be in 12 point type and double-spaced. (Also see description above about writing papers for this class.) **Due Sunday, October 18, at 8:00 am.**

Be sure to fully explain the following in your paper:

- a. Describe the author's basic approach to working with children or adolescents.
 - b. Write about how effective you thought the approach was with the children or adolescents described in the book.
 - c. Write about parts of this approach you agree with, and would use in your own work.
 - d. Write about parts of this approach you do not agree with, or do not feel would work in your setting or particular population.
 - e. Write a conclusion about how well this approach "fits" for you in your future work with children or adolescents.
- 2) **Intake Report and Formal DSM Diagnosis:** (25 % of your grade). You will be given a case study of a 12-year old boy having behavioral problems. **You will be given a form in Microsoft Word that you can use as a template for both the Intake Report and the DSM Diagnosis.** You will **type** your answers into this form. After you have finished with the intake report, then you will **type** up the formal diagnosis. **The full report will be 4-6 pages, including the page for the formal diagnosis.** You will know which specific disorders you will be considering for this case study.

- We will spend much of Sunday, Oct. 18 on the first weekend going over writing an intake report, writing a formal diagnosis, and formulating goals. We will also talk about the major diagnoses given to children and adolescents, and how to discern between each disorder. **Due the second weekend on Friday, October 30 at 8:00 when class begins.**

- Write your report in a formal report style, writing in an objective fashion. Do not draw conclusions that you do not yet have support for. For example, “Client has symptoms of Major Depressive Disorder, including low energy, change in appetite, and insomnia. However, at this time he does not have sufficient symptoms for a diagnosis of Major Depressive Disorder.” If you have a strong concern about something, but do not know for certain that it is a problem, you can put it in if you word it tentatively, such as, “It appears that the mother’s investment in her relationship with her son may not be strong..” Make sure to write in complete sentences, and do not use abbreviations.
- Make sure that you have a response for each section in the Intake Report if there is any information from the case study in this area. If the section is an area that the child does not have a problem with, you would indicate this with a sentence such as “Client reports he has never used alcohol or other substances.” Or “Client reports that he has had no legal problems.”
- For the last page, you will write a formal DSM diagnosis, filling out all five axes of the diagnosis. The diagnosis should follow logically from the information from the intake report. Make sure you answer all of the sections on the DSM diagnosis page, including the rationale for your diagnosis. The rationale must include the signs and symptoms that you are aware of that make up the basis for your diagnosis. These signs and symptoms must match the signs and symptoms from the DSM-IV. You must also include other diagnoses that you considered, and any that you believe need to be ruled out.
- As said above under “Paper/Project Grading Policy”, grading will be based on thoroughness, significance, accuracy, and relatedness to course content and style. Grammar mistakes, spelling mistakes and writing that is not clear, will impact the evaluation of your paper.

3) Two Exams: (Each exam is 20%, for a total of 40 % of your grade). Exams require students to synthesize course lectures, books, and information from films. Study the handouts for each weekend that outlines the lecture material – you should know the information thoroughly for the exam. Test format will be short answer and short essay.

- The first exam will be on Sunday, October 18 at 2:00 pm.** This first exam will cover the introductory material, and the lecture material from the first weekend. The test will also cover the books, *Dibs: In Search of Self*, selected chapters from Berg & Steiner’s *Children’s Solution Work*, and selected chapters from *Windows to Our Children*. The information from *Dibs: In Search of Self* will focus on what Axline writes about the process of play therapy throughout the book.
- The second exam will be Sunday, November 1 at 2:00 pm.** This second exam will cover the lecture material from the second weekend. (It is not a comprehensive exam.) The test will also cover the Richardson book *Working with Challenging Youth*, selected chapters from Berg & Steiner’s *Children’s Solution Work*, and any films seen during the second weekend.

4) Art Technique Demonstration: (15 % of your grade). Using the book *Windows to Our Children*, find a technique that you would like to present to the class. It can be a technique from any of the chapters, in any media. You will give a demonstration of the technique. The demonstration can be something you do in front of the class, or you may choose to involve everyone in the class. Your presentation should take about 15-20 minutes. Prepare a printed page summary for your classmates and the instructor outlining the selected population, the technique, and how the artwork would be processed with the child or adolescent. These will be scheduled throughout both weekends. If your technique is for children, schedule it for the first weekend. If your technique is for adolescents, schedule it for the second weekend. **Due the Second Weekend – there will be presentations on all three days. Everyone will sign up for a time on the first day of class.**

5) **Class participation, readings and presence:** (5 % of your grade). Attend class and participate in discussions. Please be here when class starts and ends (and for all that happens in between). Show respect to instructor, classmates and guest speakers by coming to class on time. See attendance policy above.

OVERVIEW OF DATES

FIRST WEEKEND

Friday, October 16

Introduction to class

Developmental issues with children

Film

Activities

Saturday, October 17

Counseling Children

Activities

Film

Begin discussion of DSM Diagnosis

Sunday, October 18

Reaction paper due at 8:00 am

Discussion of completing Intake Report and Formal Diagnosis

Activities

Test at 2:00 pm

SECOND WEEKEND

Friday, October 30

Intake Report and Formal Diagnosis due at 8:00 am

Developmental issues with adolescents

Film

Student Presentations of Activities

Saturday, October 31

Counseling Adolescents

Film

Guest Speaker – Gail Shatz, Counselor from North Range Behavioral Health

Student Presentations of Activities

Sunday, November 1

Go over Intake Report and Formal Diagnosis Results

Student Presentations of Activities

Film

Test at 2:00 pm