



COUN 5746.61

Counseling Across the Lifespan

II. Instructor: Dr. Shirlyn Garrett, Ed.D., NCC, L.C.P.C.

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III. Attendance policy

Attendance is required at all classes. If you must be absent from class notify the instructor before the class meeting time. Points will be taken from work turned in late. This class is highly interactive. Students will be expected to participate in group activities and class discussions. **Two unexcused absences will be allowed. More than two unexcused absences will result in grade reduction and possibly administrative withdrawal from the course per CSU attendance guidelines.**

Students may be dropped from the course if they do not participate in the class for two weeks (starting with the second week of class, following University policy. Please note: It is the student's responsibility to drop this course, if necessary.

IV. ADA Policy

Students with diagnosed learning disabilities, or physical disabilities that interfere with learning, are strongly urged to register each semester with the CSU abilities office (SUB 190, x4410). Services may be requested at any time but are not retroactive. The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office: (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisites

Psych 5600 or 5611 or concurrent enrollment in the same and admission to the Master's Degree Program.

VI. Course Description

Addresses theory and evidence-based practice for children, adolescents, adults, and gerontological populations. Introduces play therapy and expressive media in the playroom with children as well as age-appropriate group and individual strategies for all ages and levels of development.

VII. Conceptual Framework

The College of Education's conceptual framework serves as the model for preparing all candidates to succeed in helping all urban children learn. This preparation is characterized and distinguished by five core themes: (1) **partnerships** with the education community; (2) **assessments** of teaching and

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learning that are consistent and frequent; (3) **contextualized** teaching experiences; (4) **technology-integrated** curricula and instructional delivery and (5) **standards-based** teaching and learning. This course provides a basic foundation upon which an understanding of counseling theory can promote the learning process for youth.

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VIII. Methods of Instruction

Initial class sessions will involve didactic lecture, discussion, instructor modeling of counseling skills for children, adolescents, and the geriatric population. Student role plays will be used to assist in the integration and application of knowledge from theory and skill will clients of various ages. In second portion of the course, students will actually engage in individual counseling relationships with clients or varied ages in the Counseling Laboratory. Each session will be videotaped with live supervision. Students will observe and analyze the counseling of classmates. In addition to analyzing their own work and completing a written review of each taped session, students will be responsible for orally presenting their work in class and receiving feedback from peers and supervisor. Supervision will address the (1) students' individual issues which may be adversely impacting their delivery of counseling services, and (2) the continued development of clinical skills in the application of counseling theory to actual counseling situations, (3) the conceptualization of cases, (4) the ability to diagnose with the DSM 5 and apply these descriptive classifications to the unique needs of their clients, (5) the use of a developmentally appropriate treatment plan, developed in conjunction with the client and the supervisor/instructor. Students will also complete a written case report for each client.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle, open attachments, and conduct a library search online. The research paper will be submitted through the turnitin antiplagiarism program that is located within Moodle. The course relies completely on Moodle to make announcements, post lecture notes, and assignments. Email messages will be frequently sent to the class and to individual students. As such, it is your responsibility to ensure that you have access to Moodle and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either Moodle or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, contact Academic Computing for assistance with having your messages forwarded to the e-mail address of your preference.

IX. Program Objectives met in this Course (*italicized*):

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. *Effectively respond to professional and ethical issues.*

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6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.
7. Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

X. Course Objectives: Knowledge and Student Outcome Measures

1. Students will acquire knowledge of counseling theories as they apply to children and adolescents.
2. Students will acquire knowledge of methods for helping children with developmental, social, or behavioral issues.
3. Students will understand issues related to special concerns of children such as divorce, death and dying, trauma, abuse (physical and sexual), and needs of exceptional children and the development of maladaptive behavior and psychopathology.
4. Students will demonstrate basic interpersonal skills for building helping relationships with clients and parents or other caregivers.
5. Students will understand effective interventions for inappropriate behaviors.
6. Through their self-disclosure and reflection of their own childhood reflection of their own childhood development and relationships to seniors, students will value an empathic, caring, and encouraging approach to counseling all ages.
7. Students will acquire knowledge of counseling theories, physiological and social issues as they apply to the geriatric population.
8. Students will be able to analyze, develop, and implement a developmentally appropriate treatment plan for all ages.

COURSE OBJECTIVES AND ASSESSMENTS/STUDENT OUTCOME MEASURES

Course Objectives	Measures of Outcomes	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC - School CMH - Clinical Mental Health
1	Exams; Research Paper	CACREP = 2a
2	Exams; Research Paper	CACREP = 3c
3	Exams	CACREP = 3c;3f,3g
4	Counseling Sessions and Case Reports	CACREP = 5 g

Professional Standard Sets

Council for Accreditation for Counseling and Related Educational Programs (CACREP)
<http://www.cacrep.org>

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GRADING

25 points	Assignment #1 – Tool Kit and Filing System
50 points	Assignment #2 – Play Therapy Tools/Techniques
100 points	Assignment #3 – Child Treatment Portfolio
20 points	Assignment #4 – Association for Play Therapy
20 points	Assignment #5 – Library Research
60 points	Assignment #6 – Portable Play Therapy Kit
100 points	Assignment #7 – Group Projects
50 points	Assignment #8 – Child Observation - Mid-Term Exam - Child Observation
75 points	Assignment #9 – Assessment and Intervention FINAL

Total 500 points

XI. Grading Policy:

A = 90-100%
B = 80-89
C = 70-79
F = 69-below

Explanation of Assignments

REQUIRED ASSIGNMENTS:

25 points Assignment #1 – Tool Kit and Filing System Due Date: 9-6-2018

(Create a storage system for the *Play Therapy Tools and Techniques* that you will develop over the course of the semester (e.g., decorated box, lidded storage container, individual boxes, portfolio). Begin a filing system and make copies of paper engagement, assessment, intervention, termination, ritual, and evaluation tools and techniques that you will accumulate from the instructor, your colleagues, online research, reading, internship, etc. Show to instructor for course points.

50 points Assignment #2 – Play Therapy Tools/Techniques Due Date: 9-18-2018

Prepare five *Play Therapy Tools/Techniques* for your portfolio and choose one of those *Play Therapy Tools/Techniques* to demonstrate to the class. (A sign-up sheet will be available the first day of class.) Options include: engagement, assessment, intervention, termination, and evaluation tools/techniques. You may create your own *Play Therapy Tools/Techniques* or use suggested tools/techniques from a published source (e.g., Liana Lowenstein’s collection of *Creative Interventions* – but remember to cite and reference with this choice). You must include a 2-page paper on the *Play Therapy Tools/Technique* you demonstrate to the class and address the following outline:

Type of *Play Therapy Tools/Technique* (engagement, assessment, treatment, termination, ritual, or evaluation activity).

Intended appropriate **population** for the tool/technique (age range, environment [e.g., school, hospital], developmental stage, presenting problem, etc.). Make sure to keep ethical, cultural and religious considerations in mind when choosing an activity for a specific population.

- **Objective/s** of the tool/technique (what is it intended to assess, teach, communicate?).
- **Rationale** for tool/technique use (why is this technique “good” for this population?).
- **Instructions** and materials needed for the tool/technique.

Suggestions for **follow-up** to the tool/technique (e.g., if the activity “triggers” a client, how will you follow-up with the child/family?).

Contraindications of the tool/technique (e.g., slime activities are contraindicated for sexual abuse survivors, and allergies and limitations should be considered).

100 points Assignment #3 – Child Treatment Portfolio Due Date: 12-4-18

This assignment is designed to help you create a portfolio of assessment, intervention and termination activities for use in child treatment. The assignment will also help you to evaluate your experiences of and experimentations with play materials to design assessment, intervention and termination activities. You will want to think through and purchase a file, folder or box system for storage. This process will be ongoing throughout the semester.

The assignment consists of four parts.

1. Keep a log and/or journal of each small group activity you participate in during class.
2. Create a *Treatment Activity Sheet* for every assessment, intervention or termination activity you participated in and designed during each small group activity. This must be clear enough to use again at a later date and share with classmates. Make sure to keep ethical, cultural and religious considerations in mind when choosing an activity for a specific population. This should include:
 - o Title of the activity
 - o Whether the activity is for assessment, intervention or termination
 - o Appropriate child age for the activity and presenting problem/s
 - o Whether the activity is for an individual, family unit, or group
 - o Description of the activity with clear and specific directions

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o Sketch or design of the activity (if applicable) and materials needed

3. **Keep a journal of self-reflective writing.** After each small group session, write a self-reflection/journal entry about your experiences with the activities. What did you like or not like and why? What worked well or didn't and how could you adapt the activity to be more useful? Were you surprised by anything that the activity inspired in you? What surprised you and why? Reflect on your experience in your small group – how that was helpful or not, supportive and encouraging or not, safe, secure and trusted or not – and process those reactions. Did you have any emotional reactions or triggers to any activity? Process those thoughts and feelings to understand why you had the reaction or trigger. Work with children can make us vulnerable to our own childhood experiences and these must be carefully considered and processed to demystify and decrease their impact.

• Make an appointment with the instructor at the end of the semester to discuss your portfolio. A sign-up sheet will be available with dates and times.

20 points Assignment #4 – Association for Play Therapy Due Date: 10-9-18

Visit the **Association for Play Therapy** website (<http://www.a4pt.org>). Peruse the site and its links. Write a 2-page paper that lists and elaborates on at least five new things that you learned from the website (and links) about play therapy – things that you didn't know before. (Also, check out the **Center for Play Therapy at the University of North Texas**)

20 points Assignment #5 – Library Research Due Date:10-23-18

Either visit the University library or use the library's electronic resources to research play therapy. Choose one **play therapy research article** and present the information to the class. Provide a 1-page handout for all class members. Conduct a class discussion on the article. Prepare provocative and stimulating questions for use in class discussion.

60 points Assignment #6 – Portable Play Therapy Kit Due Date: 11/6 &11/13

Create a portable play therapy kit and demonstrate it to the class. Include objects from at least ten broad categories (e.g., people, animals, dolls, puppets, reality, religion/spirituality, nurturing, nature, etc.) Write a 2-3-page paper that gives a rationale for the selection of objects. Discuss the potential use of three of the objects or categories by client developmental stage and/or presenting problem.

100 points Assignment #7 – Group Projects Due Date:11/20 &12/4

In small groups of three or four, design group presentations to demonstrate your understanding of the theories and principles of child development, and play therapy. These may include, but are not limited to: biographical sketches of seminal people in the field, the history and development of a specific model of play therapy, evidence-based treatment interventions for a particular clinical problem or population, creation of a documentation system for the play therapy process, research of play therapy approaches to a specific behavioral or emotional disturbance, a comparison of the efficacy of two different theoretical orientations toward child treatment, etc. You will be given 30 minutes to present your project to the class.

50 points Assignment #8 –Due Date:10-30-18

Child Observation - Mid-Term Exam - Child Observation - Observe a child playing (**JUST** observe (**Do Not** interact with the child – **Do Not** Observe your own child) and notice, at a park, on a playground, restaurant, etc). What did you notice or learn from your observation? How do you integrate other counseling classes, such as theories, human growth & development in relationship to your observation? A minimum 3 **full** pages, APA style writing which includes **in-text citation**, coversheet and references (**minimum** two external references, other than the textbook). A minimum of 5 total pages submitted.

75 points Assignment #9 – Assessment and Intervention FINAL Paper Due Date:12-09-18

This paper is designed for you to complete a diagnosis, assessment, and treatment plan for a child client. You will also reflect on the use of self in creating a therapeutic alliance and understanding your emotional reactions to the child. This paper must include a minimum of ten scholarly references (e.g., course articles and texts, DSM-5, assessment tools, measurement instruments, etc.). This is a self-reflective 12-15 page paper. Write in first person.

- Present a complete assessment (in paragraph form) including the child's developmental and family history, cultural heritage, and religious background. Discuss any collateral contacts who may have facilitated this process, e.g., family members, neighbors, friends, schools, courts, other service providers, etc. What are the strengths, coping strategies, protective, and resilience factors for the child? What are the weaknesses, vulnerabilities and risk factors for the child?
- Identify and address any relationship dynamics, power differentials or diversity issues between the child and child caregivers and you. Discuss how a working relationship was established between the family and you and between the child and you. What have you done to gain more knowledge of the diversity reflected in the client system and how have you applied that to assessment and intervention. What have been your most powerful emotional and cognitive reactions to the child and his/her family? Discuss transference and counter-transference issues.
- Provide a full diagnosis for your child client.
- Formulate a treatment plan with the child's family. Write a complete and specific treatment plan, in outline form, that includes: a statement of the primary and secondary presenting problems; the treatment goals specifically related to the primary and secondary problems; the objectives specifically related to each treatment goal; and the treatment interventions specifically related to each objective. Support the interventions with research and theory. What is your short-term and long-term prognosis for the client?
- Comment on the client's progress to date relevant to the treatment goals. What criteria will you use for termination and who is responsible for that decision? How and when will you introduce termination to the client? How will you terminate? How will you follow-up with the client? How will you evaluate the therapeutic work with the client? Even if you cannot follow through with everything you would like to plan because of circumstances beyond your control, what would you do in the best of all possible worlds?
- Attach a letter on behalf of the client to the PCP (primary care physician), or psychiatrist.
- Request a copy of the patient's file, list medications as reported by child/family and any acknowledged or observed side effects, outline salient treatment interventions and rationale, and any other information necessary to the interface of treatment. Include a blank copy of the Authorization for Release of Confidential Information document used for exchange of information.
- Discuss the ethical and legal complications of both information exchange between physical health and mental health providers and facsimile transmission of client information to insurance providers.

Examples of Acceptable Journal Titles:

Adulthood Journal
Counselor Education and Supervision
Journal of Abnormal Psychology
Journal of Abnormal Child Psychology
Journal of Clinical Psychology
Journal of College Counseling
Journal of Counseling and Development
Journal of Behavior
Journal of Counseling Psychology
Journal of Multicultural Counseling and Development
Journal of Substance Abuse
Journal of Addiction
The Journal of Addictions and Offender Counseling
Measurement and Evaluation in Counseling and Development

Style: The paper should be written and documented in the style of the American Psychological Association Publication Manual, 6th Ed. A copy of this is available in the reference section of our campus library. All parts of the paper should be double-spaced. Websites with information about APA style are:

<http://webster.commnet.edu/apa/index.htm>
<http://www.uwsp.edu/psych/apa4b.htm>
<http://www.wooster.edu.psychology/apa-crob.html>

The following website describes the changes in the latest edition (6th) of the Publication Style Manual, which was recently published:

<http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Plagiarism: One significant misconception that students have is that rewriting something is not plagiarism, because “they are putting it in their own words.” However, if the source is not officially acknowledged, IT IS PLAGIARISM. Copying and pasting actually only accounts for small percentage of plagiarism. The majority of plagiarism is a result of text manipulation. Simply stated, plagiarism is using someone’s work without giving the appropriate credit. This can mean several things.

For examples, all of the following are considered plagiarism.

Copying and pasting text from on-line media, such as encyclopedias.

Copying and pasting text from any web site.

Transcribing text from any printed material, such as books, magazines, journals, encyclopedia, and newspapers.

Simply modifying text from any of the sources is plagiarism. For example, replacing a few words, using a thesaurus does not constitute original work.

Using another student’s work and claiming it as your own, even with permission, is academically unethical and is treated as plagiarism.

Any time you quote, summarize, or paraphrase; you must acknowledge the original source. Even if you summarize or paraphrase, you must acknowledge the original source, if you do not directly credit your sources through a citation you are plagiarizing.

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The above information on plagiarism was taken from the following website. Please refer to this website for more information on plagiarism.

<http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>

Cheating/Plagiarism:

A grade of F will be given on any exam or assignments in which a student cheats. A student who is guilty of copying will receive a grade of "F" on that assignment by the instructor. The university policy for plagiarism will be enforced.

NOTE: To assist in the identification of plagiarism, the research papers will be submitted to Turn-it-in through the CSU Moodle section for this class. Turn-it-in identifies sections of papers that are taken directly from sources. Appropriate citations are needed for all such sections or the paper will be considered plagiarized.

XII. Required Texts:

- Kazdin, A.E.; Weisz, J.R. (Eds.) (2010). *Evidence-Based Psychotherapies for Children and Adolescents, 2nd Ed.* New York: Guilford Press.
- Landreth, G. (2012). *3rd Edition. Play Therapy: The Art of Relationship.* New York, Routledge Taylor & Francis Group.
- Levkoff, S.E., Chen, H., Fisher, J. E., McIntyre, J.S. (2006). *Evidence-Based Behavioral health Practices for Older Adults.* New York: Springer Publishing Co.

Supplemental Texts:

- Corey, G. & Corey, M. (2003). *6TH Edition. Issues and Ethics in the Helping Professions.*

XIII. Required Reading: Various articles posted on the www.csu.edu website.

XIV. Bibliography

- Altman, N. (2008). Psychoanalytic therapy. In J. Frew & M.D. Spiegler (Eds.). *Contemporary psychotherapies for a diverse world* (pp. 42-92). Boston: Lahaska Press.
- American Counseling Association (ACA). (2014). *ACA code of ethics.* Alexandria, VA: Author.
- American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from www.counseling.org/about-us/about-aca
- American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision.* Alexandria, VA: Author.
- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder (5th ed.)*. Arlington, VA: American Psychiatric Publishing.
- Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.
- Anderson, S.A., Sabatelli, R. M. (2006). *Family Interaction: a multigenerational developmental perspective, 4th Ed.* Boston, MA: Allyn and Bacon.
- Barden, S.M., Conley, A. H., & Young, M. E. (2015). Integrated health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental health Counseling*, 37, 152-163.

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- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors (2nd ed.)*. Alexandria, VA: American Counseling Association.
- Belsey, J. B. (2016). *Experiencing the lifespan (4th ed.)*. New York, NY: Worth.
- Binger, J. J. (Ed.). (2006). *An introduction to GLBT family studies*. Binghamton, NY: Haworth.
- Bitter, J. R. (2009). *Theory and Practice of Family Therapy and Counseling w/ DVD*. Florence, KY: Cengage/Brooks Cole.
- Cukrowicz, K.C., White, B.A., Rweitzel, L. R., Burns, A.B., Driscoll, K.A., Kemper, T.S., & Joiner, T.E. (2005) Improved treatment outcome associated with the shift to empirically supported treatments in a graduate training clinic. *Professional Psychology: Research and Practice*, 36 (3), 330-337.
- Franklin, N. B. (2003). *Black families in therapy: A multisystems approach, 2nd Ed.* New York, NY: Guilford Press.
- Gladding, S. T. (2006). *Family therapy: History, theory and practice*. (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Goldenberg, I. & Goldenberg, H. (2007). *Family Therapy: An Overview (7th Ed.)*. Belmont, CA: Brooks/Cole Publishing Company.
- Hackney, H.L. & Corimier, L.S. (2001). *The professional counselor, a process guide to helping, 4th edition*. Boston, MA: Allen & Bacon.
- Hess, A. K., Hess, K. D., Hess, T. H. (Eds.). (2008). *Psychotherapy supervision: Theory, research, and practice, 2nd Ed.* Hoboken, NJ: Wiley
- Howatt, W.A. (2000). *The human services toolbox*. Pacific Grove, CA: Brooks/Cole.
- Jacobs, E. (1992). *Creative Counseling techniques: An illustrated guide*. Odessa, FL: Psychological Assessment Resources, Inc.
- Kazdin, A. E. & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.
- Levenson, H. (2007). Time-limited dynamic psychotherapy. In A. B. Rochlen (Ed.), *Applying counseling theories: An online case-based approach* (pp.75-90). Upper Saddle River, NJ: Pearson Prentice Hall.
- MacCluskie, K.C. & Ingersoll, R. E. (2000). *Becoming a 21st century counselor: personal and professional explorations*. Pacific Grove, CA: Brooks/Cole.
- McGoldrick, M., Preto, M. A. G., & Carter, B. A. (2016). *The expanding family life cycle: Individual, family, and social perspectives (5th ed.)*. Hoboken, NJ: Pearson.
- Murphy, B.C. & Dillon C. (1998). *Interviewing in action: process and practice*. Pacific Grove, CA: Brooks/Cole.
- Norcross, J.C. (2002a). Empirically supported therapy relationships. In J.C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patient needs* (3 – 16). New York: Oxford University Press.
- Ober, A. M., Granello, D. H., & Henfield, M. S. (2009). A synergistic model to enhance multicultural competence in supervision. *Counselor Education and Supervision*, 48, (3), 204 – 221.
- Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.
- Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity and gender: Multiple identities in counseling*. Upper Saddle River, N.J: Prentice-Hall.
- Seligman, L. (2004). *Diagnosis and treatment planning in counseling, 3rd edition*. New York, NY: Human Resources Press.
- Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision*, 48, (1), 61 – 71.
- Stout, C. E., & Hayes, R.A. (Eds.). (2005). *The evidence-based practice methods, models, and tools for mental health professionals*. Hoboken, NJ: Wiley.
- Tyber, E. (1997). *Interpersonal process in psychotherapy: A relational approach. Third Edition*. Pacific Grove, CA: Brooks/Cole.

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Weisz, J.R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples*. Cambridge, UK: Cambridge University Press.

Young, M.E. (2008). *Learning the art of helping: Building blocks and techniques, 4th Ed.* Columbus, OH: Merrill/Prentice Hall.

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XV. Course Calendar and Content Areas

Week	Topic: Readings and Other Assignments	Assignment/Assessment with Due Date/Session
One	Introductions, Icebreakers, and Expectations	Begin Reading Landreth, G. (2012). <i>3rd Edition. Play Therapy: The Art of Relationship.</i> Chapters 1-3
Two	The Meaning Play, Historical, Examples, and Tour of the Play Room, and Toolbox	Read Play Therapy 4-7 Assignment #1 DUE
Three	Children are to be Heard and Believed, Child Centered Play Therapy, Clinician as a Play Therapist	Review Chapters 1-7
Four		Read Chapters 7-9 Assignment #2 Due Midnight
Five	PARENTS The Playroom, and your Relationship	Chapters 10-13
Six	Houston..We have a Problem..What are we gonna do?? ROLE-PLAYS	Chapters 14-17
Seven	Related to Treating Children with Anxiety and Parental Involvement Assignment #4 DUE	Kazdin& Weisz Child-Focused Treatment of Anxiety Parental Involvement in the Treatment of Anxious Children Chapter 5, 6
Eight	Depression	Kazdin& Weisz Chapters 7-8 Cognitive-Behavioral Group Treatment For Adolescent Depression
Nine	What's Wrong..I don't know! Assignment #5 Due	Kazdin& Weisz Chapters 9-10 Adolescent Depression
Ten	I Don't Care What You Say!!	Chapters 12,13,14 ODD, Conduct Issues, Problem- Solving
Eleven	<u>SO, I GOT ARRESTED NOW WHAT!!</u> Presentations 11/6 &11/13	Chapters 15,16,17 Anger and Serious Issues for Adolescents

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Twelve	I AM SO ANGRY Treatments, Scenarios, and Skill Building Interventions	Levkoff,Chen,Fisher,McIntrye Chapter 5
Thirteen	<u>PLEASE REVIEW PRIOR TO CLASS:</u> Levkoff, Chen, Fisher, McIntrye : <u>Chapters 5,6</u> Assignment #7 Presentation 11/20 &12/4	Levkoff,Chen,Fisher,McIntrye : <u>Chapters 7,8</u>
Fourteen	HAPPY THANKSGIVING	
Fifteen	Lecture and Wrap-up 5,6,7,8	Complete Final Paper
Sixteen	FINAL EXAM	

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty:* Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty...It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

C. Policy on Unattended Children

Unattended children are not allowed in Harold Washington Hall and other campus buildings.

IV. Policy on Plagiarism and Academic Misconduct

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures", article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.