

Psychology 315 - Counseling Children

Fall 2008

Dr. Diane Moyer

Course Description

This course is designed to provide students with specialized knowledge and skills necessary when counseling children. The course will address current theories related to the identification and treatment of childhood disorders, as well as introduce some of the common individual and group techniques used in treatment such as play therapy, the use of art, puppets, games, etc. The course will demonstrate how these techniques can be used to help children who are experiencing a range of problems including anxiety, depression, low self-esteem, oppositional behaviors, and family conflicts. Students will also gain an understanding of the parent's role and family dynamics when working with children.

Course Objectives:

1. Develop an understanding of theories and therapeutic interventions with children.
2. Demonstrate the ability to combine theory and practice.
3. Develop skills to assess and intervene with a variety of mental health issues.
4. Develop skills to critically evaluate theories that pertain to child psychotherapy.
5. Gain an understanding of the legal and ethical issues involved in working with children.
6. Gain an understanding of the parents' role when working with children.

Measurable Outcomes

1. The student will demonstrate knowledge of theory and practice of child therapeutic interventions.
2. The student will demonstrate the knowledge of a variety of treatment models.
3. The student will understand special issues as they relate to children.
4. The student will demonstrate knowledge in developing a therapeutic intervention with children.

Course Policies:

All Cedar Crest College students are expected to be familiar with, and fully supportive of, the college's policy regarding the honor code and academic integrity. See the Student Guide for more information regarding the enforcement of these policies. Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

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Honor Code: Students are expected to abide by the Cedar Crest College Honor Code. Any violation will be dealt with according to college procedures.

Plagiarism: If plagiarism is suspected, I am bound to follow academic regulations. Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.

Cheating: Bear in mind, allowing another to copy one's work is an academic offense just as is copying from someone. Furthermore, submitting the same paper for two courses without arrangement is also an academic offense.

Learning Accommodations: Students with documented disabilities who need academic accommodations should discuss these needs with me during the first week of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

Psychology Department Attendance Policy: The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis. It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

Application to this Class: Formal attendance will be taken during all class sessions. This class meets once per week (14 class meetings). As such, you may miss 2 classes without penalty. If you miss 3 classes, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade

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(73%) is required in all Psychology courses. If you miss **4 classes**, you will receive a failing grade for the course. If you miss four classes, you have missed approximately 25% of the class meetings.

Make-up exams: Make-up exams will be given ONLY with documentation of an excused absence (i.e., sickness, college-sponsored event, legal situation)—there will be NO EXCEPTIONS. Advanced notice should be given whenever feasible. Documentation must be presented and the make-up exam scheduled as soon as possible.

There is a 5 point deduction for every day an assignment is late.

All work must be completed by the end of the course or the student will receive an “F” for the course.

Grades:

A	93.0-100	A-	90.0-92.9		
B+	86.7-89.9	B	83.4-86.6	B-	80.0-83.3
C+	76.7-79.9	C	73.0-76.6	C-	70.0-72.9
D+	67.0-69.9	D	66.9-60	F	below 60

Required Texts:

1. Thompson, L. & Henderson, D. (2007). Counseling Children, Thomson Wadsworth Inc.

Recommended Reading:

1. Kaduson, H. & Schaefer, C. (eds.). (2001). 101 More favorite play therapy techniques. New Jersey: Jason Aronson, Inc.
2. Landreth, G.L. (2002) Play therapy: The art of the relationship (2nd Ed).
3. Malchiodi, C. (1998). Understanding children’s drawings. New York: The Guilford Press.
4. Hobday, A. & Olier, K. (2005). Creative therapy with children & adolescents. Atascadero, California. Impact Publishers, Inc.

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Contact Information

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Phone: 610-606-4666 extension 3425

Email: dmmoyer@cedarcrest.edu.

If you would like to meet with me, I will be happy to make an appointment at your convenience.

Student Evaluation:

Grades will be assigned on the basis of the following criteria:

Conceptualization and Treatment Paper	100 points
Group Therapy Paper	100 points
Mid-term Exam	100 points
Final Exam	100 points
	400 points Total

Conceptualization and Treatment Paper (100 pts): This paper is an exercise on conceptualizing a case from various theoretical perspectives. For this paper, you will be given a case study for which you are to define the problem, conceptualize the case from a variety of theoretical perspectives, establish treatment goals, and provide some interventions for each theoretical orientation. Details for the paper will be handed out in class.

Group Therapy Paper (100 points): You will have an opportunity to select a group focus of your choice, for example, a group for children with ADHD, eating disorders, social skills, anger management, drug and alcohol, sexual abuse, divorce, etc. In this paper you will report some important information that your population experiences. For example, what does the research say are the important emotional, social, and behavioral issues experienced by children with ADHD? You will then formulate a group treatment plan and provide a short description of what you will do each week. More details for the assignment will be handed out in class.

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Webliography

Play Therapy Links

- [Association for Play Therapy](http://www.a4pt.org) <http://www.a4pt.org>
- [American Art Therapy Association](http://www.arttherapy.org) <http://www.arttherapy.org>
- [Sandplay Therapy Association](http://www.sandplayusa.org/index.asp) <http://www.sandplayusa.org/index.asp>
- [Play Therapy Ideas and Tips](http://play-therapy.com/ideas.htm) <http://play-therapy.com/ideas.htm>

Graduate School and Career Links for Therapy with Children and Adolescents

- [American Psychological Association \(APA\) Student Page](#)
- [Graduate Study in Psychology website](#) by GeoSites
- [Center for Play Therapy](#) (Dr. Gary Landreth - Texas)
- [Family Therapy/Play Therapy Institute](#) (Colorado)
- [Clinical Child Psychology](#) - Directory of Programs available on this page

Course-Related Links

- [Carl Rogers: The Quiet Revolutionary](#)
- [Alfred Adler Institute](#)
- [Object Relations. org - click on Enter to begin](#)

**Counseling Children
Psychology 315**

Date	Course Content	Readings/Assignments
8-25-08	Introduction to Child Counseling The Counseling Process	Chapter 1 Chapter 2
9-08-08	Counseling Theories (Psychoanalytical, Behavioral)	Chapter 3 & 9
9-15-08	Counseling Theories (Psychoanalytical, Behavioral)	Chapter 3 & 9
9-22-08	Counseling Theories (Cognitive, Cognitive-Behavioral, Person-Centered)	Chapter 8 & 6
9-29-08	Counseling Theories (Cognitive, Cognitive-Behavioral, Person-Centered)	Chapter 8 & 6
10-06-08	Childhood Disorders – Go over - Guidelines for Conceptualization/ Treatment Paper	
10-20-08	Childhood Disorders	
10-27-08	Mid-term Exam	Conceptualization/ Treatment Paper Due
11-03-08	Group Therapy - Go over - Guidelines for Group Therapy Paper	Chapter 17
11-10-08	Family Therapy	Chapter 12
11-17-08	Play Therapy	Chapter 14 Group Therapy Paper Due
11-24-08	Play Therapy & Art Therapy	Chapter 14
12-01-08	Legal & Ethical Issues in Counseling Children	Chapter 20
12-08-08	Final Exam	