

# Psychology 315 - Counseling Children

Fall 2009

Dr. Diane Moyer

## ***Course Description***

PSY 315 - Counseling Children provides an overview of several counseling theories and associated techniques specific to children. Students will be introduced to some of the common individual and group techniques used in treatment such as play therapy, the use of art, puppets, games, etc. Students will also gain an understanding of group therapy, family therapy and legal and ethical issues related to counseling 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 family therapy and group therapy.

## ***Measurable Outcomes***

1. The student will demonstrate knowledge of theory and practice of child counseling.
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.

***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:*** 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.

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**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 (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.

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### *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

### *Student Evaluation:*

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

<b>Developmental Paper</b>	<b>100 points</b>
<b>Exam #1</b>	<b>100 points</b>
<b>Exam #2</b>	<b>100 points</b>
<b>Exam #3</b>	<b>100 points</b>
	<b>400 points Total</b>

**Developmental Assessment Paper: (100 points):** This assignment is an opportunity to get to know a child through interaction and observation. It is not meant to be a clinical interview, but a means to familiarize you with the experience of being with a child and understanding his or her developmental functioning. Part I, of the assignment, requires you to get to know a child through the use of interaction, observation, and play. Part II, of the assignment, focuses on studying the cognitive development of a child and the implications for the counseling process. Specifics about the paper will be distributed in class.

### *Required Texts:*

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

### *Contact Information*

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

Counseling Children Psychology 315

Date	Course Content	Readings/Assignments
8-26-09	Introduction to Child Counseling	Chapter 1
9-02-09	The Counseling Process	Chapter 2
9-09-09	Client-Centered Theories	Chapter 6
9-16-09	Cognitive Theories (Explanatory Styles – Seligman)	Chapter 8
9-23-09	Cognitive Theories (REBT – Ellis)	Chapter 8
9-30-09	Test #1	
10-07-09	Behavioral Theories & Behavior Modification	Chapter 9
10-14-09	Group Therapy (Peer Interactions & Social Skills)	Chapter 17
10-21-09	Family Therapy (Parenting Styles)	Chapter 12
10-28-09	Test #2	
11-04-09	Play Therapy	Chapter 14
11-11-09	Children's Drawings	Chapter 14 <b>Developmental Paper Due</b>
11-18-09	Legal & Ethical Issues in Counseling Children	Chapter 20
11-25-09	THANKSGIVING BREAK – NO CLASS	
12-02-09	Test #3	