

“Reflective Professionals Building Learning Communities”

COURSE TITLE

Counseling 415 Children, Youth and Their Systems

INSTRUCTOR INFORMATION

name  
office  
phone number  
email

COURSE DESCRIPTION

A study of children and youth and their systems. Assessment and Counseling techniques will be addressed. A comparison between the medically modeled view and the systemic view will be presented. Students will interview a child and his/her family as well as an older youth and their family. 3 credits.

PREREQUISITES

Candidacy or permission of the instructor. Coun 420 is recommended

RECOMMENDED TEXTS

Pipher, M. (1996). *The shelter of each other: Rebuilding our families*. New York: Ballantine Books.  
Orton, G. O. (1997). *Strategies for counseling with children and their parents*. Pacific Grove, CA: Brooks/Cole.  
Vernon, A., (2004). *Counseling children and adolescents* (3<sup>rd</sup> ed.). Denver: Love Pub.

COURSE OBJECTIVES

The objectives of this course are to help the student acquire

1. application of processes and major theories of individual, group, family, counseling with children and youth;
2. knowledge of the legal system surrounding children and youth, and the ethics surrounding this work; and
3. application of assessment, evaluation, and treatment techniques with children and adolescents.

## REQUIRED PROJECTS/ACTIVITIES

### 1. Interactional-Assessment Papers

Students will produce three Interactional-Assessment Papers. The first will be with a pre-school child; the second, with a latency aged child (ages 6 until 12) and his/ her family; and the third with an adolescent and his/her family. The student will observe and work with a child and an adolescent for 2 sessions using ideas gleaned from class. The student will also observe the clients' immediate family system for 1 session. The student will prepare a plan of action (description of how you plan to work with and interact with the subject), interview and work with the subjects, and write a report on these contacts. The report should include (a) a description of the interview, (b) placement of the subject in a developmental perspective using at least three models, (c) after interviewing the family system with the child/youth present, develop a two generational genogram related to intergenerational child rearing practices, (d) investigate other systems, i.e., school, friends, church or synagogue, past or present contacts with counselors or other professionals that are recursive relationships of importance and include them both in the genogram section, but in the body of the report, (e) outline and discuss pertinent issues about which you might hypothesize relative to the subjects' observed interaction, (f) develop a hypothetical treatment plan for any future contacts if this was a real counseling situation, to include intervention strategies and work with other systems, and (g) a concluding summary. The student will also administer the Coopersmith Self- Esteem Inventory to the latency aged child, and with the adolescent you will administer two of the following: (1) The Beck Depression Scale, (2) Career Self-Assessment Inventories, (3) the Keirsey (Meyers Briggs-Like) both of which are found at:<http://www.neiu.edu/~counoff/careerweblinks.htm> and/or a depression scale on-line at <http://www.med.nyu.edu/Psych/screens/depres.html>, and incorporate that information into that report. Each Interaction-Assessment Paper is to be from 5 to 10 pages, double spaced with references to document that material covered in class or assigned as reading, is integrated with case material.

NOTE: Written permission from the parent or guardian (form found on the last page of this syllabus ) is required prior to any contact with the child or adolescent. Click here to go to Permission to Administer Test and Interact with and Observe Form.

2. In groups, design and prepare a class presentation of a developmentally appropriate counseling program for children or youth and their systems. The group will assume that the rest of the class and the instructor are a school board, town meeting, or agency board and that your job is to convince us of the need and efficacy of your proposed program.

## GRADING POLICY

\*The course grade is based upon the following:

1. Interaction-Assessment paper of a preschooler, 25%
2. Interaction-Assessment paper of a child 25% of grade determined by content and quality;
3. Interaction-Assessment paper of an Adolescent 25% of grade determined by content and quality;
4. Final group presentation 25% of grade determined by content and quality;

100 - 95 = A

94 - 85 = B

84 - 75 = C;

Below 74 = Fail

## INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

## ASSESSMENT OF LEARNING

The following chart indicates the relationship of the learning/performance objectives of this course, the standards of the various professional organizations, and the means by which learning is assessed.

<b>COUN 415 Course Objectives</b>	<b>DCE Course Objectives</b>	<b>COE Objectives</b>	<b>CACREP Standard</b>	<b>Means of Assessment</b>
1. individual, group, family with kids	1b. introduction to basic theories, concepts, principles about normal, abnormal human development	human development, content	C1.family systems theories and their application in working with couples, families, other systems	class presentation
2. ethics, legal	1a. orientation to history, goals, professional roles, ethical and legal standards		A3.ethical, legal considerations related to marital, couple, family counseling	interactional assessment paper
3.assessment, evaluation	2a.learning application to practical situations within didactic courses	assessment	C2.interview, assessment, case management skills for working with couples, families, other systems C3.preventive approaches for working with individuals, couples, families, and other systems	interactional assessment paper

## ATTENDANCE POLICY

Students are expected to attend all class meetings. For additional information, please see the University Catalogue.

## STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the university provides reasonable accommodations for both employees and students with disability. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University Policy on Services for Students with Disabilities may be found at: <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor, in confidence, at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course and their learning experience.

COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Introduction	
Week 2	Child Development	Vernon, Ch. 1 Orton, Ch. 2
Week 3	Influences on Childhood-Family	Orton, Ch. 1 Pipher
Week 4	Influences on Childhood-Stressors	Orton, Ch. 3 Vernon, Ch. 9
Week 5	Influences on Childhood-Culture	Vernon, Ch. 8
Week 6	Approaches to Children-Assessment	Orton, Ch. 4
Week 7	Approaches to Children-Individual Counseling	Vernon, Ch. 2 Orton, Ch. 5
Week 8	Approaches to Children-Play Therapy	Vernon, Ch. 4 Orton, Ch. 6
Week 9	Approaches to Children-Expressive Therapies	Vernon, Ch. 3 Orton, Ch. 7
Week 10	Approaches to Children-Bibliotherapy	Orton, Ch. 8 Preschool Assessment Due
Week 11	Approaches to Children-Behaviorism	Orton, Ch. 9 Vernon, Ch. 6
Week 12	Approaches to Children-Group Counseling	Vernon, Ch. 11 Orton, Ch. 5
Week 13	School Interventions	Vernon, Ch. 11
Week 14	Parenting	Orton, Ch. 11, 12 Vernon, Ch. 13 School Age Assessment Due
Week 15	Ethics	Orton, Ch. 10 Adolescent Assessment Due

## BIBLIOGRAPHY

World Wide Web sites of interest

Child Development - <http://idealist.com/children/>

Play therapy - <http://www.playtherapy.org/>

Parenting - <http://www.KSU.edu/wwparent/begin.html>

Art Therapy - <http://www.io.org/~Phansen/>

### Books and Journal Articles

Ariel, S. (1992). *Strategic family play therapy*. New York: Wiley.

Auerswald, E.H. (1988). Epistemological confusion and outcome research. In Lyman Wynne, (ed). *The state of the art in family therapy research: Controversies and recommendations*. New York: Family Process Press.

Axline, V.M. (1969). *Play Therapy*. New York: Ballantine

Axline, V.M. (1967). *Dibs: In search of self; personality development in play therapy*. New York: Ballantine Books.

Azarnoff, P.A., & Flegal, S. (1975). *A pediatric play program: Developing a therapeutic play program for children in medical settings*. Springfield, IL: Thomas.

Barkely, R.A. (2005). *Attention-Deficit hyperactive disorder* (3<sup>rd</sup> ed.). New York: Guilford Press.

Benson, M.J., Shindler-Zimmerman, T., & Martin, D. (1991). Accessing children's perceptions of their family: Circular questioning revisited. *Journal of Marital and Family Therapy*, 17, 363-372.

Braverman, S., Hoffman, L., & Szkrumelak, N. (1984). Concomitant use of strategic and individual therapy in treating a family. *American Journal of Family Therapy*, 12, 29-38.

Cattanach, A. (1992). *Play therapy with abused children*. Philadelphia, PA.: Jessica Kingsley.

Chao, P., Bryan, T., Burstein, K., & Ergul, C. (2006). Family-centered intervention for young children at-risk for language and behavior problems. *Early Childhood Education Journal*, 34, (2), 147-153.

Combrinck-Graham, L. (Ed). (2006) *Children in family context* (2<sup>nd</sup> ed.). New York: Guilford Press.

Combrinck-Graham, L. (1986). Family treatment for childhood anxiety disorders. In J. Hansen (Ed.), *The family therapy collection: Vol. 18*. Treating young children in family therapy (pp. 85-95). Rockville: Aspen Publishers.

- Dennison, S.T., & Glassman, C.K. (1999). *Activities for children in therapy: A guide for planning and facilitating therapy with troubled children* (2<sup>nd</sup> ed.). Springfield, IL.: Thomas.
- Dryfoos, J.G. (1990). *Adolescents at risk*. New York: Oxford University Press.
- Edwards, J.K., Heath, A.W., & Todd, T.C. (1993). The relationship of family therapy to inpatient psychiatric care. In M. Squire, C. Stout, & D.H. Ruben (Eds.) *Current advances in inpatient psychiatric care: A handbook*. London: Greenwood.
- Edwards, J.K., & Reinke, L., (1990). Ten ways for a family therapist to generate failure while dealing with children and adolescents. *Journal of Systemic and Strategic Therapy*, 8, 31-33.
- Edwards, J.K. (1994). Children in residential treatment: How many, what kind ? Do we really know ? In G. Northrup (Ed.), *Applied Research in Residential Treatment*, New York: Haworth Press.
- Eyberg, S. (1988). Parent-child interaction therapy: Integration of traditional and behavioral concerns. *Child and Family Behavior Therapy*, 10, 33-46.
- Fine, A.H., & Fine, N.M. (1996). *Therapeutic recreation for exceptional children: Let me in, I want to play* (2<sup>nd</sup> ed.). Springfield, IL.: Thomas.
- Fine, P. (1982). Play and family therapy as core skills for child psychiatry: Some implications of Piaget's theory for integrations in training and practice. *Child Psychiatry and Human Development*, 13, 79-96.
- Garbarino, J., & deLara, E. (2003). *And words can hurt forever: How to protect adolescents from bullying, harassment, and emotional violence*. New York: Free Press.
- Hart, R. (1991). *Therapeutic play activities for hospitalized children*. St. Louis: Mosbey Year Book.
- Jernberg, A.M. (1998). *Theraplay: A new treatment using structured play for problem children and their families* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass Pub.
- Kissel, S. (1990). *Play therapy: A strategic approach*. Springfield, IL.: Thomas.
- Kooij, R.V., & Hellendoorn, J. (1985). *Play, play therapy, play research: International symposium*. Berwyn, PA: Swets North America.
- Krall, V. (1989). *A play therapy primer: Therapeutic approaches to children with emotional problems*. New York: Human Science Press.

- Landreth, G.L. (1982). *Play therapy: Dynamics of the process of counseling with children*. Springfield, IL.: Thomas.
- McMahon, L. (1992). *The handbook of play therapy*. New York: Routledge.
- Mishne, J.M. (1986). *Clinical work with adolescents*. New York: The Free Press.
- Moustakas, C., (1973). *Children in play therapy*. New York: Jason Aronson, Inc.
- Mufson, L., Moreau, D., Weissman, M.M., & Klerman, G.L. (2004). *Interpersonal psychotherapy for depressed adolescents* (2<sup>nd</sup> ed.). New York: Guilford Press.
- Nemiroff, M.A., Annunziata, J., & Scott, M. (1990). *A child's first book about play therapy*. Washington, DC: American Psychological Association.
- Nickerson, E.T. (1986). Integrating the child into family therapy. The remaking of a for-adults-only orientation. *International Journal of Family Psychiatry*, 7, 59-69.
- O'Connor, K. J. (1991). *The play therapy primer: An integration of theories and techniques*. New York: John Wiley & Sons.
- O'Connor, K.J. (1983). *Handbook of play therapy*. New York: Wiley.
- Peck, M.L., Farberow, N.L., & Litman, R.E. (Ed.) (1985). *Youth suicide*. New York: Springer Pub.
- Rubin, P.B., DaCrosse, M.A., & Tregay, J. L. (1989). *Play with them: Theraplay groups in the classroom: A technique for professionals who work with children*. Springfield, IL.: Thomas.
- Ryce-Menuhin, J. (1991). *Jungian sandplay: The wonderful therapy*. New York: Routledge.
- Schaefer, C.E. (1993). *The therapeutic powers of play*. Northvale, N.J.: J. Aronson.
- Schaefer, C.E. (1988). *Innovative interventions in child and adolescent therapy*. New York: Wiley.
- Schaefer, C.E., & Reid, S.E. (Eds.). (2000). *Game Play: Therapeutic use of childhood games* (2<sup>nd</sup> ed.). New York: Wiley
- Schaefer, C.E. & O'Connor, K. J. (Eds.). (1983). *Handbook of play therapy*. New York: John Wiley & Sons.
- Singer, D.G. (1993). *Playing for their lives: Helping troubled children through play therapy*. New York: The Free Press.

- Sori, C.F., & Sprenkle, D.H. (2004). Training family therapists to work with children and families: A modified Delphi study. *Journal of Marital & Family Therapy, 30*, (4), 479-495.
- Stein, M.D., & Davis, J.K. (1982). *Therapies for adolescents*. San Francisco CA: Jossey-Bass.
- Sugar, M. (Ed.), (1993). *Female adolescent development*. New York: Brunner Mazel.
- Vernon, V. (2004). *Counseling children and adolescents* (3<sup>rd</sup> ed.). Denver: Love Publishing Co.
- Wachtel, E.F. (1987). Family systems and the individual child. *Journal of Marital and Family Therapy, 13*, 15-25.
- Webb, N.B. (1991). *Play therapy with children in crisis: A casebook for practitioners*. New York: Guilford Press.
- White, M. (1985). *Fear busting and monster taming: An approach to the fears of young children*. Dulwich Centers Review, 29-34.
- White, M. (1984). Pseudo-encopresis: From avalanche to victory, from vicious to virtuous cycles. *Family Systems Medicine, 2*, 150-160.
- Winnicott, D.W. (1989). *The Piggle: An account of the psychoanalytic treatment of a little girl* (2<sup>nd</sup> ed.). New York: International Universities Press, Inc.
- Wood, J.J. (2006). Family involvement in cognitive-behavioral treatment for children's anxiety disorders. *Psychiatric Times, 23*, (8), 70-76.

Northeastern Illinois University  
Department of Counselor Education  
5500 North St. Louis Avenue  
Chicago, Illinois 60625

Permission to Administer Test and Interact with and Observe

I give my permission for (Counseling-in-Training)\_\_\_\_\_ to administer the following tests to my child:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(child's name)\_\_\_\_\_. I also give my permission for the Counselor-in-training to interact with him/her in activities during at least three, one or two hour periods to gain understanding of counseling relationships with children and their families, to fulfill the course requirements of the course Counseling Children and Youth and their Systems, in the Department of Counselor Education at Northeastern Illinois University. Parents or the child may revoke this permission at any time by informing the student involved or by contacting the professor at the number below. I also understand that all testing material is done as part of this course requirement and does not indicate professional services. Also, if my child is of legal age, he/she may ask that all information is confidential and need not be disclosed to parents, except with his/her permission.

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witnessed By

Clinical Coordinator  
Department of Counselor Education