

Southern Methodist University
School of Education & Human Development
Department of Dispute Resolution and Counseling

HDCN 6323 Adolescent Counseling: Activity Therapy for Preadolescents and Adolescents

May Term 2013

FACULTY SUPERVISOR / INSTRUCTOR

Brandy Schumann, Ph.D., LPC-S, RPT-S, NCC

Dr. Schumann holds a Doctoral and Master's degree in Counseling, with a specialty in Play Therapy from the University of North Texas. She has worked in a variety of counseling settings including private practice, crisis, agencies, and schools. Her specialties include counseling children, adolescents, and families. Dr. Schumann taught as a lecturer for the University of North Texas and is an adjunct professor for both UNT and SMU. She has presented internationally, nationally, and is published in the child-counseling field. Dr. Schumann currently services the field through her private practice located in McKinney where she offers both LPC Intern supervision and services for children, adolescents, and families.

CONTACT INFORMATION

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CLASS DATE AND TIMES

HDCN 6323-775: Adolescent Counseling, Seminar format

Four Weekends:

Friday 04/12 4:00 pm to 9:00 pm; 04/13 Saturday 8:30 am to 5:30 pm

Friday 05/03 4:00 pm to 9:00 pm; 05/04 Saturday 8:30 am to 5:30 pm

Friday 05/31 4:00 pm to 9:00 pm; 06/01 Saturday 8:30 am to 5:30 pm

Friday 06/14 4:00 pm to 9:00 pm

OFFICE HOURS

By appointment

CATALOG DESCRIPTION

HDCN 6323. Adolescent Counseling: The cognitive, physical, and psychosocial development of the adolescent is the focal point of this course. Normal development will be emphasized, but special issues will also be investigated, as will the influence of cultural factors. Topics will include substance abuse dynamics, gang related activities, sexual relationships, and legal and ethical issues. Both individual and group counseling techniques will be explored.

COURSE PURPOSE AND GOALS

Welcome to Adolescent Counseling! This course is a compilation of unique learning opportunities to encourage your growth as a counselor across settings, in working with Play/Activity Therapy for the pre-adol/adolescent population. The degree to which you commit yourself to the afforded opportunities will largely determine the degree to which you enhance your professional growth.

This course is designed to (1) help students develop a philosophy and developmentally sensitive play/activity based approach to working with pre/adolescents, (2) assist students in obtaining an understanding of four major theories of play/activity counseling, (3) expose students to play/activity modalities including sandtray, expressive arts, game play, unstructured activity, and symptom/diagnosis based activity, (4) develop an awareness of the pre/adolescent's world as viewed by the client, (5) increase students' developmental understanding of pre/adolescents and their behavior, (6) increase students' understanding and effectively working with grieving, hospitalized, abused, self-harming, suicidal, etc. pre/adolescents through play/activity, (7) enhance the students' sensitivity to and acceptance of others, (8) engender students' facility in working with caregivers to pre/adolescent clients, and (9) promote self-exploration and self-understanding.

COURSE FORMAT

The course is a mixture of lecture, experiential activity, individual and/or group supervision, group discussions, video, student presentation, and guest lecture.

COURSE LEARNING OBJECTIVES

Key Learning Objectives	Method of Achievement	Measurable Outcomes
<p>Understand the “effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.” (CACREP III.SC.A.6.)</p> <p>the “effects of crises, disasters, and other trauma-causing events on (pre/adolescents)” (CACREP II.G.3.c.)</p> <p>and “human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior” (CACREP II.G.3.f.)</p>	<p>Small group work, as well as triadic and dyadic group work will be formed to discuss and problem solve together. Population specific guest lecturers will present to students.</p>	<p>Students will exemplify proficiency in dialogue, classroom discussion and performance on final regarding relevant childhood issues. Students will also develop a population specific therapeutic activity.</p>
<p>Develop “a general framework for understanding exceptional abilities and strategies for differentiated interventions” (for pre/adolescents) (CACREP II.G.3.e.)</p>	<p>Live, Videotape/DVD, and role-play samples will be presented for the purposes of illustrating interventions.</p>	<p>Students will manifest synthesis of information by presenting to the class on a self-designed intervention.</p>

<p>Develop “counselor characteristics and behaviors that influence helping processes,” (CACREP II.G.5.b.)</p> <p>“essential interviewing and counseling skills,” (CACREP II.G.5.c.)</p> <p>and an understanding of “counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling” (CACREP II.G.5.d.)</p> <p>Apply “theories of learning and personality development, including current understandings about neurobiological behavior.” (CACREP II.G.3.b.)</p>	<p>Classroom instruction via lecture, article reviews, class texts, videotapes, and DVD will be utilized to facilitate classroom discussions. Student participation in two Micropracticum experiences with volunteer children.</p>	<p>Students will demonstrate content mastery based on observation of class classroom discussion, application of personal theoretical orientation on final, and performance of consistent skill base in micro practicum.</p>
<p>Apply “ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling” (CACREP II.G.1.a.)</p> <p>and understands “ethical and legal considerations specifically related to the practice of clinical mental health counseling.” (CACREP III.CMHC.A.2.)</p>	<p>Utilization and review of relevant Ethical Codes based on the ACA Code of Ethics will be presented.</p>	<p>Students will demonstrate understanding of the applicable ethics via classroom role-play and scenario worksheets.</p>

REQUIRED TEXT(S)

Faber, A. & Mazlish, E. (2005). How to talk so teens will listen and listen so teens will talk. HarperCollins Publishers.

Bronson, P. & Merryman, A. (2009). NurtureShock: New thinking about children. Twelve Hachette Book Group.

Homeyer, L. & Sweeney, D. (2011). Sandtray Therapy: A practical manual. Taylor and Francis Group, LLC.

Oaklander, V. (2007). Windows to our children. The Gestalt Journal Press.

Guerney, L. F. (1990). Parenting adolescents, a supplement to parenting: A skills training program. Silver Spring, MD: IDEALS. (Purchased from SMU at office)

Perry, B. & Szalavitz, M. (2006). The boy who was raised as a dog. Basic Books: NY.

Dr. Schumann will provide additional readings assignments in class or via email.

ASSIGNMENTS, EXPECTATIONS, & GRADING

1. Attitude/ Participation/Attendance: (15 pts) Attendance is imperative for successful completion of this course. Each student enrolled in this course should be committed to full participation in class. Participation includes but, is not limited to the following: in-class discussions, question/answer opportunities with guest lecturers, and role plays. It also includes the completion of all reading and in-class assignment: texts and supplemental articles. Lack of attendance, tardy attendance, returning from breaks late, participation that inhibits the participation of others, lack of seriousness in role plays and poor participation will be graded accordingly. Students should give 24 hours' notice of any absence whenever possible via email or phone.

If a student must miss one class (>3 hours of class time), it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence. A make-up assignment may be assigned depending on the content and/or amount of class missed. A student's final grade will be impacted if two absences occur or 8 hours of class are missed. A student missing more than two classes may, at the instructor's discretion: 1) receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus), 2) receive a failing grade for the course, 3) drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://smu.edu/education/counseling/AcademicCalendar2011-12.asp> then consult with the Program Specialist if they believe this option is a possibility.

2. Play/Activity Design and Class Presentation: (20 pts) Due Final Day. Students will formulate a play based activity to conduct with said population and provide a description of the activity in a prescribed format. Guidelines will be distributed in class. The student will present the activity to the class via 1) description, 2) handout, 3) demonstration with entire class or one member. Presentations must be conducted between 10-15 minutes and will address the following categories: Rationale, description, and application.
3. Play/Activity Mock Counseling Micro Practicum 1 & 2 with Analysis: (25 pts each) Students will provide two 30 minute mock play/activity counseling sessions to a volunteer child while observed and filmed for supervision purposes. For each session consultation, the student will provide a written self-analysis based on in class provided criteria. Your grade for the experiential portion and written self-analysis will be averaged for a final assignment grade.
4. Final: (15 pts) In a three part exam, students will 1) design an play based activity for a specific concern with materials presented in class 2) evaluate a video demonstration of activity adolescent counseling in class in a short answer and essay format and 3) complete a multiple choice, short answer portion on course content. Students will be required to apply acquired learning to provide sound rationale in evaluating the effectiveness and appropriateness of the counselor and approach to service.

GRADE COMPOSITE:

Requirements	Percentage
Micro Prac #1	25
Micro Prac #2	25
Play/Activity Design and Presentation	20
Final	15
Classroom Attendance/Participation	15
TOTAL POINTS	100

OPERATIVE GRADING SCALE

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 _≥	0.0	0.0

In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary.

ATTENDANCE, PARTICIPATION, AND ATTITUDE GRADE CRITERIA

	Needs Improvement 80-82	Developing 83-89	Accomplished 90-92	Exemplary 93-100
Attitude	Does not ask questions or make comments that indicate reflection, self awareness, and insight. Inconsiderate and disrespectful of others	Rarely asks questions or makes comments that indicate reflection, self awareness, and insight. Occasionally considerate and respectful of others	Occasionally asks questions or makes observations that indicate reflection, self-awareness, and insight. Regularly considerate and respectful of others	Regularly asks questions or makes observations that indicate reflection, self-awareness, and insight. Considerate and respectful of others
Participation	Does not participate in large group discussions or contribute feedback in supervision	Does not actively participate in large group discussions or contribute feedback in supervision	Participates actively in large group, and triadic supervision. Actively provides feedback	Participates actively and contributes feedback frequently to peers in triadic supervision
Attendance	Absent from class often, arrives late, no prior arrangement for absence.	Misses 2-3 class hours with prior arrangement or misses class portion w/o prior arrangement, tardiness	Misses <1 class hour with prior arrangement, little tardiness	Attends class and sessions regularly, prompt and prepared arrival, no missed classes or counselor canceled sessions

PLAY/ACTIVITY MOCK COUNSELING MICRO PRACTICUM 1 & 2 GRADE CRITERIA

	Student's performance in session, his/her awareness of self and mock client, and acceptance/integration of supervisory feedback
Exemplary 93-100	Student is just about perfect, makes almost no mistakes, and demonstrates most of the skills expected of a counselor performing a session with this population. Counselor is experienced as very natural, relaxed and sure of self. Demonstrates self-awareness and insight consistent with feedback.
Accomplished 90-92	Student makes a few mistakes, but recovers satisfactorily, seems to know when responses are off track or has missed the client in some way and moves to correct the response or lack of response. Able to demonstrate most of the skills expected of a counselor, is open to feedback and demonstrated self-insight consistent with feedback.
Developing 87-89	Student makes a few mistakes, but does not move to correct the response or lack of response. Able to demonstrate most of the skills expected in a first sessions, but just seems to miss some opportunities or has a persisting problem (such as habit phrasing or missing non-verbal cues) or seems to present a rigid posture but makes good responses.
Needs Improvement 83-86	Student makes some mistakes but is still able to handle some difficult situations. Some of the basic skills expected are missing, seems a bit anxious or "up tight" and misses too many opportunities, especially does not respond enough to the client, seems a bit judgmental, or seems a bit unsure of what to do sometimes
Deficient 80-82	Student has some trouble applying the basic skills, appears rigid, is too delayed in making many responses, too quiet, is rather stilted, is experienced as judgmental.
Inadequate Below-79	Student makes too many mistakes, seems to be playing a role, doesn't make a connection with the parent, retreats into self, or seems overwhelmed by the child and/or experience

IMPORTANT POLICIES

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must

stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Display of Professionalism

Licensure carries with it a great deal of responsibility. Whether a counselor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a counseling student's behavior in class is generally an indicator of his or her future behavior as a counselor. Thus, students are appraised based partially on professionalism displayed during class. Counseling students display professionalism, and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one's ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately. Lastly, professional dress is an important component in professional presentation. Students need to monitor their dress both in the classroom as well as when completing their practicum and internship hours.

Plagiarism Policy

Plagiarism is not tolerated and will result in an "F" grade for the class. Plagiarism is defined as the following:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an "F" grade for the class. Please reference the SMU honor code.

Disability Accommodations

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their instructors in writing at the beginning of the semester and should discuss with the instructor in advance acceptable ways for making up any missed work because of the absence. (Refer to university Policy No. 1.9)

Excused Absence for University Extracurricular Activities

Students participating in an officially sanctioned scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignments for making up the work. (Refer to university Undergraduate Catalogue).

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made.

It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Emergency Preparedness

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Statement on Academic Integrity

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies regarding the responsibility, policies, and penalties regarding academic honest found at: www.smu.edu/studentlife/PCL_05_HC.asp

Statement of Class Decorum

Please utilize silence or vibrate prompts on all cell phones or pagers during class to avoid disruption of others. Please do not engage in outside reading material (e.g., newspapers, books for other classes, etc.) or utilize laptops for non-class related purposes during active classroom instruction. Because arriving to class late and leaving class early is disruptive, please try to avoid this as much as possible. If a circumstance in your life necessities last arrival or early dismissal, please attempt to make arrangements with the instructor prior to the onset of class. Professional respect and courtesy for your fellow students is expected at all times.

Statement on APA Guidelines

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*.

STATEMENT OF UNDERSTANDING
HDCN 6323 Adolescent Counseling

I have received a copy and explanation of the course syllabus and grading policy, and I understand how grades will be determined. I have read and understand all of the sub-sections in the section entitled, "Important Policies." I have been given an opportunity to ask questions and receive clarification of any received ambiguity.

Printed Name

Signature

Date

Please return signed copy to your instructor.