

***Course Syllabus for Introduction to Counseling in School: Skills and approaches
(Psychology 280)***

California State University, Fresno

3 units

Location: Science II R238

Days and time: Tuesday and Thursday 2:00-3:15 pm

Office hours: Monday & Tuesday 10-12:00 pm, and Thursday: 2-3:00 pm

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Office hours:

Introduction and Course Description

This course provides a foundation for basic counseling skills with children and youth through teaching motivational interviewing in school settings. Primary foci include learning aspects of relevant child and adolescent development, building therapeutic relationships, learning and applying basic counseling skills with children and youth, and different counseling approaches or theories.

Prerequisites

A course in learning or behavior modification and permission of the professor or admitted to the School Psychology Program.

Required Textbooks and Materials

Erford, B. (2015). *40 techniques every counselor should know*. Pearson: New York, NY.

Gabarino, H. & Stott, F. (1992). *What children can tell us: Eliciting interpreting, and evaluating critical information from children*. Wiley & Sons: New York, NY.

Herman, K., Reinke, W., Frey, A., & Shepard, S. (2014) *Motivational interviewing in schools: Strategies for engaging parents, teacher, and students*. Springer: New York: NY. (e-book available through Henry Madden Library)

Kane, R., Cook-Cottone, C., Anderson, L. (2014). *The elements of counseling children and adolescents*. Spring Publishing Company: New York, NY. (e-book available through Henry Madden Library)

Recommended textbooks:

Prout, H. T. & Fedewa, A. L. (2015). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings (5th edition)*. John Wiley and Sons: Hoboken, NJ. (e-book available through Henry Madden Library)

Culturally sensitive counseling readings:

Baruth, L & Manning, M. (1992). *Understanding and counseling Hispanic American children*.

Elementary school guidance & Counseling, 27, 113-122.

Day-Vines, N., Patton, J., & Baytops, J. (2003). Counseling African American adolescents: The impact of race, culture, and middle-class status. *Professional school counseling, 7, 40-51.*

Zhou, Z., Sui, C., Xin, T. (2009). Promoting cultural competence in counseling Asian American children and adolescents. *Psychology in the Schools, 46, 290-298.*

Major Assignments

1. Interview report: interview a counselor or your supervisor and write a report of minimum 3 pages (double space) (4.0-A)
 - i. Common problems in need of counseling services in school settings
 - ii. Counseling skills the counselor typically uses
 - iii. Confidentiality issue
 - iv. Challenges and advantages of providing counseling services in school settings
 - v. Counseling approach or theory used or of preference
 - vi. Build therapeutic relationship with children or youth
 - vii. Tips for beginner counselors in schools

2. Book/movie report/short presentation (4.0-A)
 - a. Two students form a group to find one children's literature or a children's movie. Age range should differ (e.g., 3-4, 5-7, 8-10, 11-12, 13-15, 16-18). Read the book or watch the movie.
 - b. Each group will present the book/movie report (10-15 minutes) to the class including the following aspects:
 - i. What is the main character's age?
 - ii. What is the plot? What are the main character's perspectives?
 - iii. The development of children of this age (physical/biological development, cognition e.g., perspective taking, problem solving, and decision making etc., language/communication, social and emotional, and self/identify development e.g., independence and respect etc.). (I 3.3., 4.0)
 - iv. Identify two domains of development that are outstanding or addressed in this book or movie. Describe developmental features of those two domains in the context of the character(s) in the movie or story. (I 3.3., 4.0)
 - v. Implications for counseling a child of this age and with similar development or personality. (I 3.3., 4.0)

3. Group topic presentation (4.3-A)

- a. Students will form groups of two to complete a 20-minute class presentation on designated topics about counseling theories. The topic presentation will require students to review the research literature on the topic and share the presentation PowerPoint and articles with the rest of the class.
 - b. Counseling theories
 - i. Adlerian or psychodynamic counseling
 - ii. Reality therapy
 - iii. Gestalt therapy
 - iv. Person-centered or humanistic counseling and play therapy
 - v. Rational-emotive-behavioral therapy and CBT
 - vi. Behavioral counseling and skills
 - c. The presentation should include
 - i. The assumptions regarding human nature in this theory
 - ii. Theory of counseling
 - iii. A brief counseling case introduction
 - iv. A typical interview transcript that demonstrates the counseling method
 - v. Your opinions about useful and useless aspects of the theory in terms of providing counseling services in school settings.
4. Counseling skill try-out (4.4-P, A)
- a. Students will role play one self-selected counseling skill from the book of *40 Techniques Every Counselor Should Know*. Each student should select a different skill to try out in class.
 - b. The roleplay try-out should include:
 - i. A brief of a fictive case
 - ii. A brief introduction of the skill and why the skill for this case
 - iii. A demonstration of the skill (You can select your child client of your own.)
5. One case presentation for counseling (4.0, 4.1 & 4.4-P, A)
- a. Each student will work with the practicum supervisor to secure a case in order to practice counseling skills with a child or youth. This case would be a child with **minor to mild** behavioral, social, or emotional difficulties. **Children for special education evaluation would be good candidates.** Initiation, communication, and collaboration with the practicum supervisor are vital in this process.
 - b. Each student will practice counseling skills when interviewing the child by using basic counseling skills of listening, reflecting, affirming, evoking, and summarizing.
 - i. You are **NOT** providing counseling services to the child. You practice the skills **ONLY** when interviewing/talking to the child.
 - ii. Before the interview, please review file, conduction observation and teacher interview and/or parent interview.

- iii. You will record how you used the five counseling skills in the interview with child and how the child responded by taking notes.
- c. Students will present the case including the following:
- i. The child's background and current development through file review, observation, interview (e.g., teacher, child, and/or parent). The report should include the child's development in
 - 1. Physical development
 - 2. Perspective taking
 - 3. Language development
 - 4. Cognitive development
 - 5. Social and emotional development
 - 6. Decision making (optional)
 - 7. Self-concept

Note: This requires you to know the child well.
 - ii. Your views about the counseling theories such as
 - 1. What theory/theories you like most and least? Why?
 - 2. Select three theories of your preference, what are the helpful aspects of the theories that you like?
 - 3. For this case, what theory are you going to adopt? Why?
 - 4. For this child, how do you build a therapeutic relationship? List three specific things you will do or have done to build the relationship.
 - 5. For this child, how do you elicit the child's identification of the problem? List three specific things you will do.
 - 6. A tentative case plan: four session goals if you will counsel this child.
- d. By the end of the semester, students present their cases. To facilitate student analysis of their counseling skills, a review and self-analysis of counseling skills will be included in a class session prior to final presentation.

Each presentation must be minimum 20 minutes and maximum 25 minutes.

Submit ALL assignments through Canvas. All assignments are due at 5:00 pm on the day as indicated in class schedule.

Grading

Professional conduct and ethical behavior are expected at all times. Such issues include but are not limited to professional dress, punctuality, and tact during the related field experience (test and evaluation); the ability to accept constructive criticism and suggestions; interpersonal relationships

with fellow students and the Professor (including respectfulness to the Professor); promptness in turning in assignments; and overall maturity, independence, and skill level. Unprofessional behavior will result in an individual meeting with me, and a determination of the appropriate action will be made at that time. The total points available for professional behavior are 20 and the decisions are based on the above criteria.

<u>Assignment</u>	<u>Point</u>
Interview report	40
Topic presentation	100
Book/movie report	80
Counseling skill try-out	80
Case presentation	120
Professional conduct	20
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Total	440

90-100%	A
80-89%	B
70-79%	C
60-69%	D
<59%	F

Attendance:

Students are expected to attend all class sessions, arrive to class on time, be prepared, and participate in class discussions. If you are absent from class, it is your responsibility to check on announcements made while you were away and obtain notes from the other students in the class. Absences will result in a deduction of 10 points per absence. However, if you miss a class due to a medical excuse, family death, or an unforeseen event, you are responsible for discussing the absence with the instructor so that you are not penalized.

Course Goals and Primary Learning Outcomes

Goals and Primary Learning Outcomes:

1. Increase the knowledge of the developmental aspects of child and youth relevant to counseling service.
2. Learn models of counseling appropriate for children and youth.
3. Acquire and apply the basic counseling skills with children and youth.
4. Demonstrate the use of counseling skills through in-class and practicum experiences

Course Goals Linked to NASP Standards:

- Interventions and mental health services to develop social and life skills.

- Family-school collaboration services.

Assignment Schedule

See class schedule.

Completion of Class Assignments:

Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere. Therefore, you should plan your assignments in advance. Assignments that are completed the night before they are due are easy to detect and are not your best work. Assignments are due at the beginning of the class on the due date as indicated in the class schedule. Students are expected to be prepared for their case presentations and present their presentation on the date that is assigned. Any exceptions to the Course Schedule will be made on an individual basis and it is the student's responsibility to discuss the possibility of an exception with the instructor. **All unexcused, late assignments will result in a 10% deduction in grade per calendar day the assignment is late.**

Make-up assignments will only be allowed for medical excuses, death of family member, or an unforeseeable event. The students are responsible for contacting the instructor to make-up a missed assignment. The instructor of this course has the final determination of acceptable reasons for late assignments and missed exams.

University Policies

Students with Disabilities: California State University, Fresno complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact Services to Students with Disabilities in the University Center, Room 5 or call (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

SAFETY: In the event of an emergency, you should call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble in the grassy field adjacent to the parking lot to the north of the building. Upon assembly, report missing persons and physically challenged persons requiring rescue to emergency responders. If you have concerns about other emergencies or if you have special circumstances that I need to know about in case of an emergency, please speak to me after class.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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<http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf>

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Class Schedule

***This syllabus and schedule are subject to change in the event of extenuating circumstances. If you were absent from class, it is your responsibility to check on announcements made while you were absent.*

The California Faculty Association is in the midst of a difficult contract dispute with management. It is possible that the faculty union will call a strike or other work stoppage this term. I will inform the class as soon as possible of any disruption to the posted schedule.

	Date	Topic	Reading	Assignment
1	Thurs., Aug 22	Review syllabus: sign up for presentation topics		
2	Tues., Aug 27	Counseling in school settings (4.4-I)	Plotts and Lasser (2012)	
3	Thurs., Aug 29	The counseling process (4.4-I)	Kane, Cook-Cottone & Anderson Chapter 1 & 2	

4	Tues., Sept 3	Self-awareness and children's culture (4.0-I)	Gabarino & Stott (1992) Ch. 6 (4.0-I)	
5	Thurs., Sept 5	Understand children through observation and communication (4.0-I)	Gabarino & Stott (1992) Ch. 7 & 8	
6	Tues., Sept 10	Cognitive development (4.0-I)	Gabarino & Stott (1992) Ch. 3	Book or movie report (age 3-4) (4.0-A)
7	Thurs., Sept 12	Language development (4.0-I)	Gabarino & Stott (1992) Ch. 4	Book or movie report (age 5-7) (4.0-A)
8	Tues., Sept 17	Emotional development (4.0-I)		Book or movie report (age 8-10) (4.0-A)
9	Thurs., Sept 19	Social development (4.0-I)		Book or movie report (age 11-12); (age 13-14) (4.0-A)
10	Tues., Sept 24	Adolescent development (4.0-I)	Gabarino & Stott (1992) Ch.9	Book or movie report (age 15-18) (4.0-A)
11	Thurs., Sept 26	Intro to Motivational Interviewing (4.4-I)	Herman et al. (2014) Ch. 1&2	Interview report due (4.0-A)
12	Tues., Oct 1	Listening (4.4-I)	Herman et al. (2014) Ch. 3	
13	Thurs., Oct 3	Engaging and connecting (4.4-I)		Share listening skill application
14	Tues., Oct 8	Reflection (4.4-I)	Kane, Cook-Cottone & Anderson Ch 2	Share engaging and connecting skill application
15	Thurs., Oct 10	Affirmation (4.4-I)		Share reflection skill application
16	Tues., Oct 15	Evoking and planning for	Herman et al. (2014) Ch. 6	Share affirmation skill application

		changes (4.4-I)		Counseling skill try-out 1 (4.4-A)
17	Thurs., Oct 17	Summarizing (4.4-I)		Share evoking and planning skill application Counseling skill try-out 2 (4.4-A)
18	Tues., Oct 22	Misunderstandings and assumptions Guest speech: School counselor come to talk	Kane, Cook-Cottone & Anderson Ch 4	Share summarizing skill application
19	Thurs., Oct 24	Counseling theories (4.3-I)		Topic presentations: (4.3-A) psychodynamic counseling and reality therapy
20	Tues., Oct 29	Counseling theories (4.3-I)		Topic presentations: Gestalt therapy; person-centered and play therapy (4.3-A)
21	Thurs., Oct. 31	Counseling theories (4.3-I)		Topic presentations: REBT an CBT; Behavioral counseling and skills (4.3-A)
22	Tues., Nov 5	Application to school problems: behavior		Counseling skill try-out 3 and 4 (4.4-A)
23	Thurs., Nov 7	Application to school problems: learning (4.4-I)		Counseling skill try-out 5 and 6 (4.4-A)
24	Tues., Nov 12	Application to school problems: bullying (4.4-I)		Counseling skill try-out 7 and 8 (4.4-A)
25	Thurs., Nov 14	Culturally sensitive counseling (8.0-I)	Baruth, L & Manning, M. (1992); Day-Vines, Patton, Baytops (2003); Zhou, Z., Sui, C., Xin, T. (2009).	Counseling skill try-out 9 and 10 (4.4-A)
26	Nov. 19	Knowing and caring for self as a counselor;	Kane, Cook-Cottone & Anderson Chapter 7	Counseling skill try-out 11 and 12 (4.4-A)

		counseling skill analysis Child and adolescent clinical psychologist Guest speaker		
27	Thurs., Nov 21	Student case presentations (3) (4.1 & 4.4-A)		
28	Tues., Nov 26	Student case presentation (3) (4.1 & 4.4-A)		
	Thurs., Nov 28	Thanksgiving Break		
29	Tues., Dec 3	Student case presentation (2) (4.1 & 4.4-A)		
30	Thurs., Dec 5	Student case presentation (2) (4.1 & 4.4-A)		
31	Tues., Dec 10	Student case presentation (2) (4.1 & 4.4-A)		
32	Thurs., Dec. 12	Study day		
33	Tues., Dec 17	Student case presentation (2) (4.1 & 4.4-A)		