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### COUN 566.B01: Counseling Children and Adolescents in Schools

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DEPARTMENT OF COUNSELING

**University of Montana**  
**Department of Counseling**  
**Phyllis J. Washington College of Education**  
**COUN 566: Counseling Children and Adolescents in Schools**

<b><i>Instructor:</i></b>	Jayna Mumbauer-Pisano
<b><i>Contact:</i></b>	<a href="mailto:Jayna.Mumbauer@mso.umt.edu">Jayna.Mumbauer@mso.umt.edu</a>
<b><i>Class Location &amp; Time:</i></b>	Time: Mondays 1:00–3:50 Location: ED 101; Zoom
<b><i>Office Hours:</i></b>	By appointment

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**Required text:**

Kress, V. E. Paylo, M. J. & Stargell, N. A. (2018). *Counseling Children and Adolescents*. New York, NY: Pearson.

**Course Description:**

This course emphasizes a breadth of knowledge as well as practical approaches to working with children and adolescents, primarily in school settings. These approaches include individual counseling, small group counseling, large group guidance, and consultation. Because children and schools exist in an ecological system that includes parents and teachers, the course will also review and provide specific instruction in practical strategies for parent and teacher consultation and education/in-service.

**Course Learning Objectives:**

At the conclusion of *COUN 566: Counseling Children and Adolescent in Schools*, students should have learned and/or be able to demonstrate the following dispositions, knowledge, skills, and attitudes

1. Recognize the important childhood and adolescent stages of development and issues that arise at each stage.
2. Define and explain primary psychological disorders found during childhood and adolescence
3. Conceptualize and demonstrate contemporary counseling techniques and theories of child and adolescent therapy
4. Articulate multicultural and gender sensitive awareness within the techniques, tenets, and processes of counseling diverse children and adolescents
5. Identify local and national resources that are available to assist children, adolescents, and their families with specific counseling issues, including the consultation process used with children/adolescents and their families

6. Understand the process of working with diverse children and adolescents in individual, small group and large group counseling settings.
7. Understand the potential impact of crisis, trauma and disasters on students, educators, and schools, and know skills for crisis intervention

**CACREP Specific Course Objectives:**

- 5.c. theories, models, and strategies for understanding and practicing consultation
- 6.d. characteristics and functions of effective group leaders
- 5.k. strategies to promote client understanding of and access to a variety of community-based resources
- 2.a. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- 2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- 2.h. common medications that affect learning, behavior, and mood in children and adolescents
- 2.k. community resources and referral sources

***UM CACREP KPIs:***

- 5.G.2.a. Students can describe school counselor roles as leaders, advocates, and systems change agents in P-12 schools

**Course Tools:**

This course will feature a variety of learning activities in order to understand course content, including:

- 3-2-1 Reflections
- Videos
- Role-plays
- Application-based activities
- Cooperative learning
- Small and large group discussions
- Mini-lectures (including guest speakers)

**Course Expectations:**

*Students with Disabilities Notice:*

Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. Please be advised I may request that you provide a letter or a point of contact with Disability Services for Students for communication regarding modifications. If you have not yet contacted Disability Services, located in Lommasson Center, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <http://life.umt.edu/dss>

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn silence your cell phones and any other electronic devices that make any noise.

Laptop/Tablet Policy:

You are expected to use your laptop or other devices responsibly. Browsing email, social media, and other non-related websites is prohibited and will result in a reduction in your participation and attendance grade.

E-mail Policy:

You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Academic Integrity:

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system.

Land Acknowledgement

This course is taking place on the indigenous lands of the Salish and Kalispell people.

**Course Requirements (300 total points):**

☐ **Participation and Attendance: 50 total points**

Due to the interactive and experiential nature of the course and in-class activities, discussions, and lectures, it is required that students regularly attend class, read in preparation for class, and come to class ready to engage in lively discussion. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students preparation for class will be assessed through warm-up assignments including 3-2-1 reflections, brief reflections on readings, and informal discussion. See Appendix A for participation and attendance rubric.

☐ **Personal Bibliotherapy: 20 points**

Bibliotherapy can be a powerful tool in when counseling children and adolescents. This counseling technique utilizes story plots and character development in order to relate to someone's issue or presenting problem. You are to **bring to class** a book (picture book, chapter book, novel) that would have been a tool that could have helped **you** in a particular stage of your development as a child or adolescent.

\*Be prepared to discuss the relevance of the book to your specific stage and particular situation with the class.

**\*Required 2 Page Reflection uploaded on Moodle:** (1) What was this experience like selecting a book connecting to your own personal issue as a child or adolescent? (2) How would this type of counseling tool open up the door for healing? And how do you think it

would have related to your healing or decision-making. See Appendix B for personal bibliotherapy rubric.

□ **Personal Child Memorabilia: 20 points**

Collect one item from YOUR childhood related to each of the following stages of development.

- Early Childhood (ages 3- 5)
- Middle Childhood (ages 6-12)
- Early Adolescence (ages 10-14)
- Late Adolescence (ages 15-18)

Attach items or pictures of the items to poster board or construction paper and bring them to class.

**\*Required 2 Page Reflection uploaded on Moodle:** (1) What did you experience participating in this activity? (e.g., the process of selecting memorabilia, reviewing your own various developmental stages through your personal items, etc.... (2) How do your items relate to your physical, cognitive psychosocial and emotional development during each developmental stage? (3) Do you have any ideas on how to use and/or modify this activity to connect with different age groups, developmental levels, diverse populations, targeting certain issues? See Appendix C for Personal Child Memorabilia rubric.

□ **Reading Reflections: 40 points (10 points each)**

You are responsible for reading assigned articles that expand upon concepts covered in the Kress et al. text. After reading the assigned chapter and article, upload a one-page reflection responding to the prompt posted in Moodle. Reflections should cover your personal reaction to the article and how the article may be useful in your professional practice working with children and adolescents in schools.

*This assignment covers CACREP objectives 6.d., 2.a., and 2.g.*

□ **Community Referral and Consultation: 20 points**

Create a list of resources for your community. Because school counselors are often called upon to act as a referral source, this list should contain a wide variety of information.

Contacts should include local mental health counselors, crisis and suicide hotlines, food banks, child support services, child abuse advocacy centers, support groups for childhood disorders, social service resources (e.g. CHIPS, Medicare, Medicaid, free eyeglasses, etc.), legal services, court-ordered programs, and tutors. The resource list should contain the name of the contact, a summarization of services provided, qualifications to receive services, and contact information (e.g. phone number, street address, and email). A minimum of 15 resources should be listed. See Appendix D for community referral and consultation rubric.

*This assignment covers CACREP objectives 5.k, 2.a, and 2.k.*

□ **Special Topics Presentation (50 points):**

During this semester, we will cover several topics related to children and youth. Even so, we may not have enough time to cover every topic related to this population or go deeper with

some of the topics that we will cover. As a group, you will select a topic of interest and devise a multi-tiered school counseling intervention spanning individual counseling, group counseling, and classroom guidance. Your 30-minute presentation should include the following:

- A brief description of your topic including background, rationale, and importance in the school setting
- A description of an individual counseling approach, group counseling approach, and guidance lesson you could use with youth impacted by the issue
- As you describe using the program or a portion of it for classroom guidance, you should use the ASCA Lesson Plan template, including a method of evaluation.
- Articulation of how your interventions could be (a) developmentally appropriate, (b) adaptable for diverse learning styles and specific populations (e.g., deaf, ELL), and (c) culturally responsive
- Your presentation should include an interactive or demonstrative component (no simple lecturing)
- A two-page summary (handout) covering an overview of the special topic, relevant resources, and interventions

Special topics include: Test anxiety, school refusal behavior, self-esteem, depression, bullying, LGBTQ+ issues, grief and loss, etc. You need to meet with me, no later than March 4th, to discuss your topic and initial ideas for your lesson. Participants in the activities (the rest of the class) will provide facilitators with evaluation and feedback. See Appendix E for special topics presentation rubric.

\* Your group will be assigned a grade by the instructor, and each group member will complete a peer-evaluation of each member of the group. Group members will receive a percentage of the total points the group earned, based on their peers' evaluation of their contribution to the group project. For example, if the group earns 50 points, and an individual member receives an average of 80% on their peers' assessment of their contribution to the group, that individual will receive 80% of the points assigned to the group, or 40/50 points for the project

*This assignment covers CACREP objectives 6.d, and 2.g.*

□ **Midterm and Final (50 points each):**

The midterm exam will cover all readings and classroom content spanning October 15 to March 4. The final exam will cover all readings and classroom content spanning March 11 to April 29. Exams will consist of multiple-choice questions, true/false questions, short answer questions, and application-based questions (e.g., case studies). Both exams will be take-home and provided to students one week before their due date. Study guides will be posted one week prior to assigned test. While these exams are open-book, keeping up with reading

assignments and keeping organized notes on textbook readings, articles, and in-class lectures will be highly beneficial. *Test one will include CACREP standards 5.c, 2.k, 2.a, and 5.k. Test two will cover CACREP objectives 2.g., 6.d., and 2.h.*

### GRADING SCALE:

<b>Class Requirement</b>	<b>Points Earned</b>
<b>Participation and Attendance</b>	50
<b>Personal Bibliotherapy</b>	20
<b>Personal Child Memorabilia</b>	20
<b>Reading Reflections</b>	40 (10 points each)
<b>Community Referral and Consultation</b>	20
<b>Special Topics Presentation</b>	50
<b>Midterm and Final</b>	100 (50 points each)
<b>TOTAL POINTS</b>	<b>300</b>

### GRADING SCALE:

A = 93-100%	B = 83-86%	C = 73-77%	D = 63-66%
A- = 90-92%	B- = 80-82%	C- = 70-72%	D- = 60-62%
B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = Below 60%

### CLASS SCHEDULE:

#### **WEEK 1: January 11**

#### **Topics/Readings: *Developmentally Informed Counseling***

- Introduction & Review of Syllabus
- Developmentally Informed Youth Counseling- Kress, et al., Chapter 1

**Assignments/Activities**

- Developmental activities
- Class survey

**WEEK 2: January 18: NO CLASS**

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**WEEK 3: January 25**

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**Topics/Readings: *Systemically Informed Counseling***

- Systemically Informed Youth Counseling- Kress et al., Chapter 2

**Assignments/Activities:****WEEK 4: February 1**

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**Topics/Readings: *Individual Counseling Foundations***

- Individual Counseling Foundations – Kress et al., Chapter 3

**Assignments/Activities:**

- Personal Childhood Memorabilia Due

**WEEK 5: February 8**

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**Topics/Readings: *Counseling Theories and Academic/Social/Emotional Struggles***

- Counseling Theories that Focus on Thought and Behavior Change and Action – Kress et al., Chapter 5
- Academic and Social Emotional Transitions and Struggles – Kress et al., Chapter 12

**Assignments/Activities:****WEEK 6: February 15: NO CLASS**

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**WEEK 7: February 22**

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**Topics/Readings: *Counseling Theories and Disruptive Behavior***

- Counseling Theories that Focus on Background Experiences and Relationships – Kress et al., Chapter 6
- Disruptive Behavior Problems – Kress et al., Chapter 14

**Assignments/Activities:****WEEK 8: March 1**

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**Topics/Readings: *Family Related Transitions and Struggles***

- Family Related Transitions and Struggles – Kress et al., Chapter 11
- Ziffer, J.A. Crawford, E. & Penney-Wietor, J (2010). The boomerang bunch: A school-based multifamily group approach for students and their families recovering from



parental separation and divorce. *The Journal of Specialists in Group Work*, 32(2), 154-164.

**Activities/Assignments:**

- **Reflection 1 Due**

**Week 9: March 8**

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**Topics/Readings: *School Counselors and Collaboration***

- Griffin, D., & Farris, A. (2010). School counselors and collaboration: Finding resources through community asset mapping. *Professional School Counseling*, 13(1), 248-256.
- Bryan, J., & Henry, L. (2012). A model for building school–family–community partnerships: Principles and process. *Journal of Counseling & Development* 90(1) 408-20.

**Assignments/Activities:**

- **Community Resource List Due**
- **Midterm Assigned**

**WEEK 10: March 15**

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**Topics/Readings: *Solution Focused Counseling***

- Sobhy, M., & Cavallaro, M. (2010). Solution-focused brief counseling in schools: Theoretical perspectives and case application to an elementary school student. Retrieved from [http://counselingoutfitters.com/vistas/vistas10/Article\\_81.pdf](http://counselingoutfitters.com/vistas/vistas10/Article_81.pdf)
- Littrell, Malia, & Vanderwood (1995). Single-session brief counseling in a high school. *Journal of Counseling and Development*. 73(3). 451-458.
- Conceptualizing Young Clients' Situations and Directing Counseling – Kress et al., Chapter 9 [optional reading (MH focus)]

**Assignments/Activities:**

- **Midterm Due**

**Week 11: March 22**

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**Topics/Readings: *Trauma and Risks to Self and Others***

- Youth Suicide, Self-Injury, and Homicide – Kress et al., Chapter 10
- Abuse and Trauma-Related Difficulties in Youth – Kress et al., Chapter 15
- Erickson, A., & Abel, N. (2013). A High School Counselor's Leadership in Providing School-wide Screenings for Depression and Enhancing Suicide Awareness. *Professional School Counseling*, 16(5), 283-289. Retrieved from [www.jstor.org/stable/profschocoun.16.5.283](http://www.jstor.org/stable/profschocoun.16.5.283)

**Assignments/Activities:**

- **Reflection 2 Due**

**Week 12: March 29**

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**Topics/Readings: *Creative Arts and Play***

- The Use of Play and Creative Arts in Counseling – Kress et al., Chapter 8
- Wilson, B. & Ziomek-Daigle, J. (2013). The use of expressive arts as experienced by high school counselor trainees, *Journal of Creativity in Mental Health*. 8(1), 2-20
- Ziff K. Ivers, N. & Shaw, E.G. (2016). ArtBreak group counseling for children: Framework, practice points, and results, *The Journal for Specialists in Group Work*. 41(1), 71-92.

**Assignments/Activities:**

- **Personal Bibliotherapy Due**

**Week 13: April 5**

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**Topics/Readings: *Play Therapy & Counseling Children with Unique Abilities***

- Play Therapy (Continued)
- Neurodevelopmental and Intellectual Impairments – Kress et al., Chapter 13
- Best Kept Secret Film Screening

**Assignments/Activities:****Week 14: April 12**

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**Topics/Readings: *Group Presentations & Substance Use and Motivational Interviewing***

- Group Presentations
- The Nature of Substance Use Disorders in Youth- Kress et al., Chapter 16
- Reading TBD

**Assignments/Activities:**

- **Reflection 3 Due**

**Week 15: April 19 Topics/Readings: *Group Presentations and Anxiety and OCD in Youth***

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- Group Presentations
- The Nature of Anxiety, and Obsessive-Compulsive Disorders in Youth – Kress et al., Chapter 17
- Thompson, E., Robertson, P., Curtis, R., & Frick, M. (2013). Students with anxiety: Implications for professional school counselors. *Professional School Counseling*, 16(4), 222-234.

**Assignments/Activities:**

- **Reflection 4 Due**
- Final Assigned

**Week 16: April 26: Finals**

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**Topics/Readings: NO CLASS**

**Assignments/Activities:**

- **FINAL DUE**