



MIDWESTERN STATE UNIVERSITY

**Midwestern State University  
Gordon T. & Ellen West College of Education**

**Course Title:** Counseling Children: COUN 6023

**Semester Credits:** 3

**Instructor:** Wendy Helmcamp, PhD, LPC-S

**Semester:** Summer II 2021

**Office:** Bridwell Hall 327

**Telephone:** 940-397-4983

**Email:** [wendy.risner@msutexas.edu](mailto:wendy.risner@msutexas.edu)

**Classroom/Class Times:** Online

**Office Hours:** I am available to meet online through Zoom by appointment.

\*Optional (but encouraged) Zoom Classes:

July 6, Tuesday, at 5 pm

July 13, Tuesday, at 5 pm

July 20, Tuesday, at 5 pm

July 27, Tuesday, at 5 pm

August 3, Tuesday, at 5 pm

**Required Texts:**

Landreth, G. (2012). *The art of the relationship*. (3rd ed.) New York: Routledge.

Straus, B. (1999). *No talk therapy for children and adolescents*. New York, NY. Norton & Company.

**Helpful Websites:**

[www.a4pt.org](http://www.a4pt.org) Association for Play Therapy

[www.centerforplaytherapy.com](http://www.centerforplaytherapy.com) Center for Play Therapy

**Course Description:**

This course is designed to explore counseling from the perspective of a child. Emphasis is given to various theoretical approaches to children's counseling and will include special populations. You will learn about play therapy and other creative approaches to working with children.

**Learning Outcomes:**

- Define play therapy
- Learn play therapy and other creative approaches to working with adolescents and children
- Learn to encourage expression through the utilization of play, sand tray, puppets, expressive arts, games, and activities
- Recognize the developmental stage of the child client, i.e., physical, emotional, and social
- Describe the history and development of play therapy
- Identify the primary categories of toys in a play therapy room
- Name and describe basic play therapy skills
- Verbalize the unique aspects of the therapist-child relationship within the play therapy environment
- Reflect on multicultural considerations within play therapy relationships (with caregivers and with children) as well as within the play therapy environment
- Examine and report on research that is relevant to the efficacy of play therapy
- Understand various ways of counseling adolescents through a “No-Talk Therapy Approach”
- Engage in and utilize creative approaches with adolescents

**CACREP Standards Addressed:**

- cultural factors relevant to clinical mental health counseling 5.2. j.  
Addressed by lectures, weekly assignments, online class discussions, paper
- legal and ethical considerations specific to clinical mental health counseling 5.2.1.  
Addressed by lectures, weekly assignments, online class discussions
- techniques and interventions for prevention and treatment of a broad range of mental health issues 5.3.b.  
Addressed by lectures, weekly assignments, online class discussions, counseling video, paper
- ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan 2.3.i.  
Addressed by lectures, weekly assignments, online class discussions, counseling video, paper
- theories of individual and family development across the lifespan 2.3.a.  
Addressed by lectures, weekly assignments, online class discussions, paper
- theories and models of counseling 2.5.a  
Addressed by lectures, weekly assignments, online class discussions, paper, counseling video assignment

**TEA Standards Addressed:**

- Standard I, 2: counseling and consultation theories and practices  
Addressed by lectures, weekly assignments, online class discussions, counseling video, paper
- Standard I, 14: counseling-related research techniques and practices  
Addressed by lectures, weekly assignments, online class discussions, counseling video, paper
- Standard II, 3: counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs
- Standard IV, 4: take a positive, strength-based approach that builds on commonalities versus differences in all learners  
Addressed by lectures, weekly assignments, online class discussions
- Standard IV, 5: understand how environment and behavior may impact or influence individual learners  
Addressed by lectures, weekly assignments, online class discussions
- Standard VI, 2: use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth  
Addressed by lectures, weekly assignments, online class discussions, counseling video, paper

**TExES Standards:**

## Domain 1 (Competency 001)

- A. Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains.  
Assessed by: Video and Paper, Final Paper
- B. Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.  
Assessed by: Final Paper
- G. Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development across the life span.  
Assessed by: Video and Paper

## Domain I (Competency 002)

- B. Apply knowledge of strategies for promoting understanding of, sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity. TEC 239.15.e.2  
Assessed by: Video and Paper

## Domain II (Competency 004)

- H. Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to

take appropriate actions and cope with developmental or environmental challenges.

Assessed by: Video and Paper, Final Paper

#### Domain II (Competency 007)

- F. Apply knowledge of processes and techniques for engaging in ongoing data collection and analysis to assess, adapt, and improve the comprehensive school counseling program and demonstrate accountability; processes for defining criteria for the evaluation of the program; and methods for reporting results of program evaluations.
- G. Demonstrate knowledge of how to select appropriate and nondiscriminatory instruments, measures, methods, and materials for gathering information and the importance of collecting data and other information across environments (e.g., home, school, community).

Assessed by: Video and Paper, Final Paper, Online Assignments

#### Domain III (Competency 008)

- A. Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based communication methods.

Assessed by: Final Paper, Online Assignments

- B. Demonstrate knowledge of the components of culturally responsive, school-based consultation.

#### Domain II (Competency 004)

- A. Distinguish between preventive, remedial, and crisis levels of responsive services

#### Domain IV (Competency 010)

- B. Integrate knowledge of effective counseling approaches and best practice to select a developmentally appropriate intervention for addressing an identified student need.

Assessed by: Final Paper

#### Domain II (Competency 007)

- E. Apply knowledge of strategies for communicating information about the comprehensive school counseling program to stakeholders, including teachers, parents/guardians, administrators, district personnel, and community partners.

Assessed by: Video and Paper, Online Assignments

#### Domain III (Competency 009)

- C. Identify elements of the professional school counselor orientation; the roles and responsibilities of the school counselor in various educational contexts; and strategies for articulating, modeling, and advocating for an appropriate school counselor identity.

Assessed by: Online Assignments

### **Course Requirements**

- Internet connection and D2L access are mandatory.
- Students are required to complete weekly readings.

- Students are required to enter and experience the world of the child client through active participation in all assignments and class discussions.
- Each student will turn in one video counseling session (30 minutes in length) demonstrating counseling with a child or adolescent.
- Along with the video, the student will complete a paper describing the session, the modalities utilized, and a completed skills self-assessment.
- A final paper is required in the class.
- Weekly assignments will be required in addition to the reading.

**Grading Criteria:**

Weekly Discussion Board Posts	5 points
Weekly Chapter Review Questions	35 points
Video and Paper	40 points (20 for video/20 for paper)
Final Paper	20 points
Total Points	100 points

100 – 90 points = A

89 – 80 points = B

79 – 70 points = C (C’s are unacceptable in the program; after 2 C’s, you will be placed on academic probation)

69 – 60 points = D (D’s are unacceptable in the program)

59 – below = F (F’s are unacceptable in the program)

**Assignments:**

**Weekly Discussion Board Posts (5 Points):** Once a week, you are required to complete an online discussion board post using at least 5 sentences. You will be required to comment on one classmate’s post as well. The discussion board posts are due Sunday by 11:59 pm (except the last week).

**Weekly Chapter Review Questions (35 Points):** There will be questions that go along with the reading that you will be required to answer (chapter review questions). The chapter review questions are due Sunday by 11:59 pm (except the last week).

**Child Counseling Video and Analysis Paper (40 Points): (see rubric in appendix)**

You are required to create a 30 minute video counseling session of yourself with a child or adolescent demonstrating what you have learned in this class about developmentally appropriate counseling approaches with children. You must demonstrate basic counseling skills using either Child-Centered Play Therapy or an experiential “No Talk Approach” to counseling based on what you have learned in this class. You are expected to apply a theory and demonstrate evidence-based approaches to working with children. In your video and analysis of your video, you should show the following: theory, developmentally appropriate counseling skills, specific child-centered or experiential approach in the video, positive regard and therapeutic relationship, and culturally sensitive approach to working with children. For the video, you are required to find a child who is willing to be recorded for a mock counseling session. You must obtain

parent consent in writing and review informed consent with child/adolescent at the beginning of the video session. You are required to obtain materials for use with your child. Art supplies, sand tray, toys and other materials are required in your work with children. Your paper will analyze your use of skills and provide rationale for the interventions you utilized in your counseling video. Make sure you address: 1.) human development and learning, 2.) guidance, 3.) responsive services, 4.) systems support, and 5.) analysis and response (SEE THE RUBRIC). The paper should be 4-6 pages long, not including cover page and references. Your paper should be in APA 7 format.

**Final Paper (20 Points):** You are required to write a paper about one of the approaches to counseling with children that you have learned about in this class. You can choose: Child-Centered (or another theory, ex. Adlerian, CBT), Play Therapy, Experiential or creative approaches to working with children based on “No Talk Therapy: For Children and Adolescents,” or you can choose art therapy. If you choose art therapy, you still need to frame the paper within your chosen theory such as CBT, humanistic, etc. Whichever approach you choose, you are required to write about the: 1) history and creators of the approach, 2) theory of personality or beliefs about human nature; 3) structure of therapy, goals, approach, and methods of conducting the therapy; 4) techniques; 5) research and evidence that supports the approach (citations required); 6) populations with which you would like to use the approach; 7) why the approach appeals to you and how you will apply the approach. The paper should be 7-10 pages long, in APA 7 format, not including cover page or references. You must cite at least 5 outside resources (other than your books).

**Late Work:** Any late work results in a lowering of 10% of your grade for the late assignment.

	Reading	Class Theme
Week 1	Read Straus: Chapters 1-5 Discussion Board Post & Chapter Review Questions Due: Sunday by 11:59 pm <b>*Optional (but encouraged) Zoom: July 6 at 5 pm</b>	A No-Talk Kid Why Talk Does Not Work Praise & Support The Therapist’s Job
Week 2	Read Straus: Chapters 6-10 Discussion Board Post & Chapter Review Questions Due: Sunday by 11:59 pm <b>*Optional (but encouraged) Zoom: July 13 at 5 pm</b>	Fun, Food, & Flexibility Diagnosis & Assessment Therapy Termination Burn-Out & Games
Week 3	Read Landreth: Chapters 1-5 Discussion Board Post & Chapter Review Questions Due: Sunday by 11:59 pm  <b>*Optional (but encouraged) Zoom: July 20 at 5 pm</b>	Relationships & Play History & Development of Play Therapy Child-Centered Play Therapy <b>Video &amp; Paper Due: July 25</b>

Week 4	Read Landreth: Chapters 6-11 Discussion Board Post & Chapter Review Questions Due: Sunday by 11:59 pm  *Optional (but encouraged) Zoom: July 27 at 5 pm	The Play Therapist Parents, Playroom, Materials The Child's Time Facilitative Responses Setting Limits
Week 5	Read Landreth: Chapters 12-17 Discussion Board Post & Chapter Review Questions Due: Thursday by 11:59 pm  *Optional (but encouraged) Zoom: August 3 at 5 pm	Play Therapy Problems & Issues Cases Termination Short-term Research <b>Final Paper Due: August          5</b>

*Please note: The above schedule of class activities is approximate and may be changed at the discretion of the instructor.*

## Tote bag Playroom

The following toys and materials are the minimal requirements for conducting a play therapy session and are recommended because they encourage a wide range of expressions and can be easily transported in a tote bag or stored out of the way in a closet or in a corner.

Aggressive hand puppet (alligator, wolf, or dragon)  
Band-aids  
Bendable doll family  
Bendable Gumby (nondescript figure)  
Blunt scissors  
Costume jewelry  
Cotton rope  
Crayons (eight-count box)  
Dart gun  
Doll  
Dollhouse (use box that holds reams of paper, box lid serves as dollhouse, draw lines on inside of lid to mark rooms, box doubles as storage container for toys)  
Dollhouse furniture (at least bedroom, kitchen, and bathroom)  
Handcuffs  
Lone Ranger-type mask  
Medical mask (white dust mask will suffice)  
Nerf ball (a rubber ball bounces too much)  
Newsprint  
Nursing bottle (plastic)  
Pipe cleaners  
Playdough  
Popsicle sticks  
Rubber knife  
Small airplane  
Small car  
Spoons (avoid forks because of sharp points)  
Telephone (two)  
Toy soldiers (20-count size is sufficient)  
Transparent tape  
Two play dishes and cups (plastic or tin)

If storage space is available, an inflatable vinyl bop bag (Bobo) would be a special asset. A dishpan-size plastic container with an inch of sand in the bottom also would be useful in a more permanent setting. Rice could be used in place of the sand if clean-up is a problem. A bucket with an inch or so of water would be helpful.

Above an excerpt from:

Landreth, G. (2012). *The art of the relationship*. (3rd ed.) New York: Routledge.



# APPENDIX

## Child Counseling Video and Analysis Rubric

Counseling Video & Analysis Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
<p><b>SC Competency 001 (Human Development and Learning):</b> Understand theories and processes of human development and learning as well as factors that influence development and learning. <i>TEC 239.15.IV</i> <i>CACREP-SC.2.b.g.h.i</i> <i>CACREP-SC.3.d</i></p>	<p>The candidate demonstrates an understanding of theories and processes of human development AND learning as well, as factors that influence development and learning including knowledge of</p> <ul style="list-style-type: none"> <li>a. developmental progressions of children and adolescents</li> <li>b. developmental variation</li> <li>c. learning theories</li> </ul> <p>AND application of knowledge for</p> <ul style="list-style-type: none"> <li>d. variables that influence student development</li> <li>e. needs of students within special populations</li> <li>f. developmentally appropriate strategies</li> <li>g. capacity to plan developmentally appropriate activities</li> </ul>	<p>The candidate demonstrates an understanding of theories and processes of human development OR learning and factors that influence development and learning including knowledge of</p> <ul style="list-style-type: none"> <li>a. developmental progressions of children and adolescents</li> <li>b. developmental variation</li> <li>c. learning theories</li> </ul> <p>AND application of knowledge for</p> <ul style="list-style-type: none"> <li>d. variables that influence student development</li> <li>e. needs of students within special populations</li> <li>f. developmentally appropriate strategies</li> <li>g. capacity to plan developmentally appropriate activities</li> </ul>	<p>The candidate demonstrates knowledge of theories OR processes of human development OR learning and factors that influence development and learning including knowledge of</p> <ul style="list-style-type: none"> <li>a. developmental progressions of children and adolescents</li> <li>b. developmental variation</li> <li>c. learning theories</li> </ul> <p>However, the candidate is not able to apply knowledge of</p> <ul style="list-style-type: none"> <li>d. variables that influence student development</li> <li>e. needs of students within special populations</li> <li>f. developmentally appropriate strategies</li> <li>g. capacity to plan developmentally appropriate activities</li> </ul>	<p>The candidate does not demonstrate an understanding of theories and processes of human development NOR learning NOR factors that influence development and learning including the knowledge of</p> <ul style="list-style-type: none"> <li>a. developmental progressions of children and adolescents</li> <li>b. developmental variation</li> <li>c. learning theories</li> </ul>
<p><b>SC Competency 003 (Guidance):</b> Understand instructional practices and strategies for</p>	<p>The candidate demonstrates an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as</p>	<p>The candidate demonstrates an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as</p>	<p>The candidate demonstrates an understanding of instructional practices for students' educational, career, personal, OR social growth and development but is not necessarily aligned with</p>	<p>The candidate does not demonstrate an understanding of instructional practices and strategies for facilitating students' educational, career,</p>

<b>Counseling Video &amp; Analysis Criteria</b>	<b>Accomplished 4</b>	<b>Expected 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>
facilitating students' educational, career, personal, and social growth and development as articulated in <i>The Texas Model for Comprehensive School Counseling Programs</i> . <b>TEC 239.15.1</b> <b>CACREP-SC.3.c.f</b>	articulated in The Texas Model for Comprehensive School Counseling Programs including knowledge of <ul style="list-style-type: none"> <li>a. procedures for engaging in ongoing review of student knowledge and skill</li> <li>b. curriculum design and pedagogy</li> <li>c. scope and sequence</li> </ul> AND ability to <ul style="list-style-type: none"> <li>d. analyze various types of data</li> <li>e. apply pedagogy</li> <li>f. promote social skills</li> </ul>	articulated in The Texas Model for Comprehensive School Counseling Programs including knowledge of <ul style="list-style-type: none"> <li>a. procedures for engaging in ongoing review of student knowledge and skill</li> <li>b. curriculum design and pedagogy</li> <li>c. scope and sequence</li> </ul> However, the candidate has not demonstrated ability to apply knowledge of <ul style="list-style-type: none"> <li>d. analyzing various types of data</li> <li>e. applying pedagogy</li> <li>f. promoting social skills</li> </ul>	the Texas Model for Comprehensive School Counseling Programs.	personal, and social growth and development.
<b>SC Competency 004 (Responsive Services):</b> Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational,	The candidate demonstrates an understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development including knowledge of <ul style="list-style-type: none"> <li>a. levels of responsive services</li> <li>b. how to implement preventive services</li> </ul>	The candidate demonstrates knowledge of techniques for supports OR interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, OR social development including knowledge of <ul style="list-style-type: none"> <li>a. levels of responsive services</li> <li>b. how to implement preventive services</li> </ul>	The candidate demonstrates knowledge of techniques for supports to address the needs, concerns, and challenges affecting students' including knowledge of <ul style="list-style-type: none"> <li>a. levels of responsive services OR</li> <li>b. how to implement preventive services OR</li> <li>c. how to implement multi-tiered systems of support OR</li> </ul>	The candidate does not demonstrate an understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

<b>Counseling Video &amp; Analysis Criteria</b>	<b>Accomplished 4</b>	<b>Expected 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>
career, personal, and social development. <i>TEC 239.15.II</i> <b>CACREP-SC.2.b.d.g.k</b> <b>CACREP-SC.3.f.h.l</b>	<ul style="list-style-type: none"> <li>c. how to implement multi-tiered systems of support</li> <li>d. how to utilize individual and group counseling theories</li> <li>e. consultative theories</li> <li>f. strategies for helping students clarify problems</li> <li>g. consultative skills for parents/guardians</li> <li>h. decision making techniques</li> <li>i. signs and symptoms of mental health trauma</li> </ul>	<ul style="list-style-type: none"> <li>c. how to implement multi-tiered systems of support</li> <li>d. how to utilize individual and group counseling theories</li> <li>e. consultative theories</li> <li>f. strategies for helping students clarify problems</li> <li>g. consultative skills for parents/guardians</li> <li>h. decision making techniques</li> <li>i. signs and symptoms of mental health trauma</li> </ul>	<ul style="list-style-type: none"> <li>d. how to utilize individual and group counseling theories OR</li> <li>e. consultative theories OR</li> <li>f. strategies for helping students clarify problems OR</li> <li>g. consultative skills for parents/guardians OR</li> <li>h. decision making techniques OR</li> <li>i. signs and symptoms of mental health trauma</li> </ul>	
<b>SC Competency 006 (Systems Support):</b> Understand procedures, processes, and strategies for providing systems support. <i>TEC 239.15.III</i> <b>CACREP-SC.1.b.d</b> <b>CACREP-SC.2.a.d</b> <b>CACREP-SC.3.l</b>	The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of <ul style="list-style-type: none"> <li>a. system support of a comprehensive school counseling program</li> <li>b. school counselor's role in decision making teams</li> <li>c. strategies for facilitating teamwork</li> </ul> AND the ability to apply knowledge of	The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of <ul style="list-style-type: none"> <li>a. system support of a comprehensive school counseling program</li> <li>b. school counselor's role in decision making teams</li> <li>c. strategies for facilitating teamwork</li> </ul> However, the candidate does not demonstrate the ability to apply knowledge of	The candidate has knowledge of the procedures, processes, and strategies for providing systems support.	The candidate does not demonstrate an understanding of the procedures, processes, and strategies for providing systems support.

<b>Counseling Video &amp; Analysis Criteria</b>	<b>Accomplished 4</b>	<b>Expected 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>
	<ul style="list-style-type: none"> <li>d. procedures for implementing school-wide programs for student needs</li> <li>e. procedures for implementing professional growth to school personnel</li> </ul>	<ul style="list-style-type: none"> <li>d. procedures for implementing school-wide programs for student needs</li> <li>e. procedures for implementing professional growth to school personnel</li> </ul>		
<p><b>SC Competency 010 (Analysis and Response):</b> In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.</p> <p><b>CACREP-SC.1.e</b></p>	<p>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention including the knowledge to</p> <ul style="list-style-type: none"> <li>a. analyze student data</li> <li>b. integrate knowledge of effective counseling approaches based on data</li> <li>c. utilize collaboration to explain methods for involving others in interventions</li> <li>d. select methods for evaluating effectiveness of an intervention</li> </ul>	<p>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs but the design of the intervention does not include all of the following knowledge to</p> <ul style="list-style-type: none"> <li>a. analyze student data</li> <li>b. integrate knowledge of effective counseling approaches based on data</li> <li>c. utilize collaboration to explain methods for involving others in interventions</li> <li>d. select methods for evaluating effectiveness of an intervention</li> </ul>	<p>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs but is not able to design an effective intervention.</p>	<p>The candidate does not demonstrate the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs to design an effective intervention.</p>