

**Mennonite Brethren Biblical Seminary**  
**Course Syllabus**  
**Fall 2009**  
**MF-640 Counseling Children**  
**2 or 3 Units**  
**Mondays 1:00 pm. – 3:00 p.m.**

Instructor: David Bruce Rose, Ph.D.  
Telephone: (559) 452-1767  
Fax: (559) 452-1752  
Email: [DRose@mbseminary.edu](mailto:DRose@mbseminary.edu)

Office Hours: Mondays 3:00 pm - 4:00 pm, Tuesday 2:00 pm – 4:00 pm, Wednesdays 11:00 am – 11:45 am, and by appointment.

**COURSE DESCRIPTION:**

Counseling Children introduces theories and techniques of counseling children and adolescents as well as assessment and treatment of child and adolescent mental disorders. A number of modalities will be considered, with an emphasis on utilizing play therapy from an Ecosystemic orientation (O'Connor, 2000) and a neurobiological perspective of how the interaction of early relationships and brain development shape a person's internal representation (Siegal, 2001). Spiritual issues as well as counseling contexts in the church and the community will be addressed.

This course assumes prior knowledge of developmental psychology. Therefore, the child portion of **MF-536 Human Development is a prerequisite**. Students who have not completed MF-536 must have permission of their advisor *and* the instructor *and* must pass an examination based on Novac, G. & Peláez, M. (2004) *Child and adolescent development: A behavioral systems approach*. Thousand Oaks: Sage.

**COURSE OBJECTIVES:**

After completing this course students will be able to:

1. Describe significant logistic, legal, ethical, developmental, diversity and spiritual issues in Child Counseling.
2. Conduct an assessment of a child or adolescent utilizing intake interviews and adjunctive assessment strategies resulting in a theory consistent diagnostic formulation that attends to relevant developmental, behavioral, emotional, spiritual, and systemic issues.
3. Write a developmentally appropriate, growth oriented, counseling plan for counseling a child or adolescent.
4. Write a theory consistent treatment plan and identify interventions that are consistent with psychopathology identified in a diagnostic formulation.

5. Demonstrate various intervention strategies and play therapy techniques with children and adolescents.

## **RELATED DEGREE OUTCOMES**

Analyze, synthesize, and engage contemporary church and world issues from a biblical theological perspective (2.4)

Describe the *missio Dei* view of church as a people called and sent to represent God's reign as community, servant, and messenger in dialogue with personal and denominational theology/sociology of church (3.1)

Dialogue respectfully, witness effectively, and serve and lead faithfully among diverse cultural and religious communities (3.4)

Articulate integrative views of humanity, theology, and counseling (4.1)

Demonstrate understanding of individual and family life cycle development and intervention across the life span (4.2)

Demonstrate practice consistent with the laws and ethics that apply to marriage, family, and child counseling (4.4)

Demonstrate understanding of a wide variety of counseling theories and techniques (4.5)

Demonstrate knowledge of mental disorders, within the scope of practice for marriage, family, and child counselors (4.6)

Demonstrate proactive understanding, awareness, and relational skills across cultures, religions, and special populations (4.7)

Demonstrate proactive commitment to a community of witness, justice, and peace (4.8)

Develop ability to understand, utilize, and evaluate research and assessment tools (4.9)

## **RESOURCES**

Required Texts Include:

Brems, C. (2008). *A comprehensive guide to child psychotherapy and counseling (3rd Ed.)* Long Grove, Illinois: Waveland Press Inc.

O'Connor, K. (2000). *The play therapy primer (2nd Ed.)*. Wiley Press.

O'Connor, K. & Ammen, S. (1997) *Play therapy treatment planning and interventions: The ecosystemic model and workbook*. San Diego: Academic Press.

Recommended Texts Include:

Coles, R. (1990). *The spiritual life of children*. Boston: Houghton Mifflin.

Dattilio, F. M., & Reineke, M. A. (1996). *Treating children and adolescents: A cognitive-developmental approach*. New York: Guilford.

Siegel, D. J. (2001). *The developing mind: How relationships and the brain interact to shape who we are*. The Guilford Press.

### **COURSE FORMAT:**

MF-640 will meet on **Mondays 1:00 pm to 3:00 pm**. Students are expected to complete all assigned readings before each class. Students will be expected to participate in class exercises and complete any written assignments. This course is designed around an interactive learning environment that includes case studies, role playing and guest presentation. Therefore, failing to attend class may affect the student's grade. Exceptions to this policy may be considered because of medical or family emergencies.

**Evaluation:** Evaluation will be based on class attendance, quizzes, class participation, reading and written assignments. **All written assignments except the reading outlines and final examination are to be presented in the format of the American Psychological Association publication Manual, 5<sup>th</sup> edition.** The APA publication manual can be found on reserve at the Hiebert Library. Another option is to purchase an APA template for MS Word entitled APA Style Helper 3.0. Many summaries of APA format are available on the internet. One is published by Vanguard University and can be found at: [http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796).

### **ASSIGNMENTS:**

1. **Reading Outlines: (25%).** An outline of the content of the required reading assigned for that class, not more than one page long, due at the beginning of each class session. Extra credit will be awarded for additional reading from the recommended texts or bibliography.
2. **Class Participation (10%).** Students are expected to take a voluntary, thoughtful, and active role in their own learning, challenging themselves to grow. A commitment to learn and share ideas is demonstrated by initiating discussions, asking significant questions, taking risks, respectfully asserting opinions while listening to and valuing others.

3. **Final Examination (60%).** The final examination is take-home and open book. Collaboration with other students or individuals is permitted. The final will cover all readings and lecture materials from the course. Students will be shown several videotape vignettes of children or adolescents and will be required to write a theory consistent assessment and treatment plan for one of the individuals in the vignettes using the format in Connor & Ammen, (1997). **DUE DATE: 8:00 am Friday December 11, 2009. Additional time will be given students who attend the Evolution of Psychotherapy Conference**
  
4. **Report of two play sessions with nonpatient children (5%),** one child younger than 12 years old and one child older than 12 years old. Sessions should last at least one hour and use techniques of play similar to techniques described in the class and/or texts. However, these sessions are not to be therapeutic. The purpose of this assignment is to provide some experience with “normal” children. Appropriate consent must be given prior to the session. Reports should be about one page long, describing the activity and discussing thoughts, feelings, and understanding of the child and student. Extra credit will be given if the report is accompanied by a DVD or video tape of the session. **Due Date: 8:00 am Monday November 23, 2009.**

*Extra Credit can be earned by attending professional training regarding counseling children with the prior approval of the instructor.*

***Additional 1 unit (For students taking the class for 3 units)***

Choose one of the following options:

- (i) Attend a training, conference, or participate in a distance learning program on an element of child counseling approved by the instructor. Students will submit a copy of a certificate of attendance or completion (as appropriate) and write a 2-4 page reflection paper on the event. Reflection should include, but not limited to, knowledge gained, critique on the issues presented, how the event was helpful or not helpful to the student and how you understand the presented issues from a theological standpoint. The Association for Play Therapy provides many education opportunities. Further information is available on [www.a4pt.org](http://www.a4pt.org).
  
- (ii) Research Project: Student may do a research project of his/her choice. Research must include reading of at least 500 pages, not counting the textbook readings, and the readings must be related to the project. Project ideas include but not limited to, Parenting Class Teaching Manual, Children & Spirituality, Support group for children who experienced divorce/separation, trauma or children with same-gender parents, etc. Please obtain clearance from the instructor before starting the project. Total length of the paper: 10-12 pages (Font 12, double-spaced, APA Format).

## GRADING SCALE:

A =	90-100%	Excellent
B =	80-89%	Expected
C =	70-79%	Below Expectation
F =	< 69%	Unacceptable.

**Assignments:** Assignments must be turned in on time for full credit. **Late assignments will result in loss of one letter grade for each week late. Failure to comply with APA format will result in the paper being returned.** Please refer to the *Academic Handbook* if you need to file for an extension. For confidentiality, students are encouraged to turn in their assignment in an envelope. Your graded assignment will be returned in the same envelope. Assignments may also be submitted electronically in Microsoft Word format or Word Perfect format to [drose@mbseminary.edu](mailto:drose@mbseminary.edu). You may also fax your written assignments to (559) 452-1752.

**Seminary Academic Polices:** Academic Policies. MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies/>. These policies provide guidance on academic integrity and plagiarism, accommodation for disabilities, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to the professor or consult the Registrar.

Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student's evaluation of the course is completed.

## COURSE OUTLINE:

Date	Topic/Activity	Reading Assignment
August 24	I. Course Introduction II. The Context of Child Counseling A. Historical Context B. Theoretical Context	
August 31	C. Developmental Context 1. Separation-Individuation 2. Cognitive Development	O'Connor CPTS 1-5* Brems Cpts 2 3*
September 7	No Class – Labor Day	
September 14	D. Diverse Contexts 1. Culture/Ethnicity 2. Religious/Spiritual/Faith Context	Gibbs Coles Osmer & Fowler*
September 21 International Day of Peace	3. Disability 4. LGBT Families	Golombok, et al. (2003)* APA (1995)* Wainright et al*
September 25-27	MBBS Fall Retreat <i>(This is a great opportunity to conduct play sessions)</i>	
September 28 Yom Kippur	5. Physical Context Meet at AIU Psychological Service Center 5130 E. Clinton Way (Across from Airport)	Brems Cpt 4*
October 1-2	AAMFT Conference in Sacramento	
October 5	III. The Process of Child Counseling A. Assessment 1. Presenting Problem 2. Developmental History	O'Connor & Ammen*  O'Connor Cpts 6-7*
October 12	No Class – Module Week	
October 19	3. Interviewing Children a. Invitation to tx	Brems Cpt 6-8*

		<ul style="list-style-type: none"> <li>b. MSE</li> <li>c. Behavioral Observations</li> <li>d. Projective Drawings</li> </ul>	
		4. Social Context Issues	
		<ul style="list-style-type: none"> <li>a. School</li> <li>b. Family</li> <li>c. Legal</li> <li>d. Mental health</li> <li>f. Medical</li> <li>e. Referral Process</li> </ul>	
October 26			
		5. Develop Treatment Plan	
		<ul style="list-style-type: none"> <li>a. Correcting Developmental Failure</li> <li>b. Addressing Biological Issues</li> <li>c. Addressing Systems Issues</li> </ul>	
	IV.	Techniques of Child Counseling	
		A. Building the Therapeutic Alliance	O'Connor Cpt 8 – 9*
November 2		A. Corrective Experiences in Play Therapy	
		1. Individual Play Therapy	Brems Cpts 9-10*
			O'Conner (in Schaefer & O'Connor) CPTs 10-11
		B. Attachment	Siegel
		1. Effects on Development	Fischbach* Sekuler & Blake
		2. Diagnosis	Goodfriend
		3. Treatment of Reactive Attachment Disorder	
November 9		C. Therapy for Trauma	Mann & McDermott, and Terr (in Schaefer & O'Connor)* Hook Provenzano & Heyman

	D.	Non-Directive Play Therapy	Gurney (in Schaefer & O'Connor) Axline (1964, 1969).
November 16	E.	Story Telling	Brems
	F.	Art Therapy	Cpts 11-13*
	G.	Autistic Spectrum Disorders	
	H.	Behavioral Techniques	Patterson*
		1. Operant Conditioning	
		a. Definition of Reinforcer	
		1. Positive Reinforcement	
		2. Negative Reinforcement	
		3. Punishment	
		4. Identifying Reinforcers	
		a. Premack principle	
		5. Stringing reinforcers	
		b. extinction	
		1. Ratio Strain	
		2. Incompatible Behaviors	
		c. Reinforcement Schedules	
		1. Ratio or Interval	
		2. Fixed or Variable	
		d. Generalization	
		1. Discriminative Stimuli	
		e. Shaping and Fading	
		2. Other uses of Behavioral Techniques	
		a. Response Cost	
		b. Token Economies	
		c. Behavior Plans	
		3. Theological and Moral Issues with Behaviorism	
November 23	I.	Systemic Interventions	Brems Cpts 1, 14*
		1. Adlerian Therapy	
		a. Encouragement	
		b. Goals of Misbehavior	
		2. Parent Education	
		a. STEP/Active Parenting	
		b. Back to Basics	

3. Advocacy

- a. Family O'Connor  
Cpt 12-15\*
- b. Wider Systems Combrinck-  
Graham (2006)

November 30

- J. Interaction with Medical Issues
  - 1. ADHD
  - 2. Bipolar Disorder
  - 3. Psychopharmacology and Children
  - 4. Medical Disorders that present behaviorally

December 7

Continuation of discussion of Advocacy

- c. School
  - 1. Special Education
  - 2. 504
  - 3. General Education

III. Unique Legal and Ethical Issues Relating to Child Brems Cpt 5\*  
Counseling

IV. Case Examples

Group work on Final Exam

December 9-12

Evolution of Psychotherapy Conference

**\*Indicates Required Reading for Outlines**

## **Bibliography**

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### Consent for Child Participation in Training Activity

The individual presenting this form to you is a student at the M.B. Biblical Seminary in the counseling children course. As part of the course, the students are required to play with two normal children, one child younger than 12 years old and one child older than 12 years old. The play sessions should last at least one hour and use techniques of play similar to techniques described in the class and/or textbooks. However, these sessions are not to be therapeutic. The student will not diagnose or treat the child. The purpose of this assignment is to provide some experience with normal children.

Appropriate consent must be given prior to the session by the child and the child's parent or guardian. It is important that you understand that all information gained in the session is **not confidential and will be shared with the professor and may be shared with other students in the course.** Furthermore, the student and the professor are mandated reporters; so, if legally required by a court order, if the student or therapist has good reason to believe the child is a danger to self or others or property, is gravely disabled, the child presents information relating to child abuse or dependent or elder abuse, where the child's family member/s communicate to the student or professor that the client presents a danger to others, or as otherwise required by law, the student and professor will inform appropriate authorities.

Consent to participate in this activity may be withdrawn at any time until the activity is completed. If you have further questions, please ask the student or you may call the professor, Dr. Rose, directly at 452-1767.

By signing this form you state you have read the above statement and agree to have your child participate in the activity.

Child: \_\_\_\_\_  
(Name ) (Date of Birth )

I/We are the child's  
 natural parent(s)  
 parent with legal custody  
 guardian  
 conservator

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

I agree to allow \_\_\_\_\_ to play with me and will write a summary of our time together for class.

**SIGNATURE OF CHILD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
(If appropriate)