

SSC392 Working with Children & Adolescents



Pathways

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We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A. Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright © 1998 University of Calgary

SSC392 Working with Children & Adolescents
Rocky Mountain College
Credits: 3

SSC392 COURSE DESCRIPTION

“Hours of infancy have more power to shape us than months in middle age.” (Schaefer and O’Connor, 1983)

SSC392: a rich understanding of developmental psychology and helping skills are the foundations to this course. The focus is upon appreciating the issues specific to these age groups and learning how to intervene effectively. Prerequisites: SSC298 and SSC330.

SSC392 REQUIRED TEXT

Smith-Adcock, S. & Tucker, C. (Eds.). (2016). *Counseling children and adolescents: Connecting theory, development, and diversity*. Los Angeles: SAGE.

SSC392 SUPPLEMENTARY RESOURCES

An extensive Bibliography for this course is located at the end of this Syllabus. It lists supplementary materials you may find helpful for reflections and assignments.

SSC392 TECHNICAL REQUIREMENTS

This course requires access to a computer, the Internet, and a basic camera with file sharing capabilities (e.g., camera phone). The student will be asked to upload images in .psp or .jpeg format for some assignments. Some of the images are required to be embedded within a Word document or included as an attachment to a Word document. Contact your course facilitator if you have any concerns about this aspect of the course.

SSC392 COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Demonstrate confidence and ability to work effectively with children and adolescents in therapeutic settings;
2. Identify developmental and psychological challenges typically faced by children and adolescents (age and stage, common diagnoses and problems);
3. Appreciate and practice cultural competence when working with diverse children and adolescent populations in Canada;
4. Understand how to apply basic ethical and legal issues related to counselling children and adolescents;
5. Explain the processes of the developing brain, the effects of early adverse experiences (and trauma), and how each will inform counselling assessments, intervention and overall approach.
6. Create the beginnings of a therapeutic “toolbox”, gathering a variety of interventions suitable for children and adolescents.
7. Compare and contrast theories and interventions related to child and adolescent counselling.
8. Discern when and how to apply spiritual and moral stages of development to client populations;

9. Identify clinical issues unique to the millennial and postmillennial generations;
10. Formulate a useful assessment that can provide a more “complete picture” of the child or adolescent and the area of concern;
11. Select and execute interventions and strategies that are developmentally appropriate and useful;
12. Discern when the client’s difficulties are within the scope of the student’s personal expertise and when it would be appropriate to refer to a different helping professional.

SSC392 COURSE SCHEDULE

MODULE/ Estimated time to complete each Module (--hrs)	TOPICS	COURSE READINGS & COURSE WORK	ASSIGNMENTS
Module 1 (4.5 hrs.)	Historical & Contextual Trends Therapeutic Relationship	<u>Textbook</u> : Ch. 1 & 4 <u>Journal Article</u> : Kermayer et al., 2011	Learning Activity : Cultural Competence in Canada: Working with First Nations children and Adolescents
Module 2 (5.0 hrs.)	Legal & Ethical Issues	<u>Journal Articles</u> : Henkelmand & Everell (2001) Koocher & Keith-Speigel (1990) <u>Course Readings</u> : BCACC:Standards (2014) CCPA: Ethics (2015)	Learning Activity : Legal & Ethical Use of Power <i>or</i> Creating Safe Conditions for Canadian Children
Module 3 (4.0 hrs.)	Attachment Theory & Trauma Neurobiology in Counselling	<u>Textbook</u> : Ch. 3 <u>Journal Articles</u> : Tan et al., (2012) <u>Videos</u> : Siegel: Teenage brain (2014) Gil: Play Therapy, Parts 1 & 2 (2014)	Learning Activity : Play Therapy: Make an anti- anxiety calming box or container
Module 4 (16.0 hrs.)	Psychodynamic & Humanistic Approaches	<u>Textbook</u> : Ch. 5 & 6	Learning Activity : Rosebush Exercise

			Assignment #2: Topical Essay
Module 5 (4.0 hrs.)	Cognitive-Behavioural & Family System Approaches	<u>Textbook:</u> Ch. 7 & 8	Learning Activity: CBT Therapeutic Tool Exercise
Module 6 (4.0 hrs.)	Constructivist Approaches Culture, Context & Diversity	<u>Textbook:</u> Ch. 9 <u>Articles:</u> Peace Family Project (2016) Expressive Arts Therapy (2016) Diversity & Culture (2015)	Learning Activity: Choosing a Therapeutic Intervention worksheet for a child or adolescent
Module 7 (15.0 hrs.)	Counselling Young Children (ages 0-8)	<u>Textbook:</u> Ch. 10 & 11	Learning Activity: Video & Discussion about Autism Spectrum Disorder Assignment #3: Design a Therapeutic Intervention for an individual, young child
Module 8 (5.0 hrs.)	Counselling Older Children and Young Adolescents (ages 9-14)	<u>Textbook:</u> Ch. 12 & 13	Learning Activity: Create a short list of popular media useful for therapeutic interventions.
Module 9 (4.0 hrs.)	Counselling Older Adolescents & Emerging Adults (ages 15-21)	<u>Textbook:</u> Ch. 14 & 15 <u>Video:</u> The Adolescent Brain (Blakemore, 2012)	Learning Activity: Reflection: Personal identity development
Module 10 (20.5 hrs)	Assessment and interviews for children and adolescents	No Textbook Readings View websites: Psychosocial Assessment (2016) Clinical Tools (2012)	Learning Activity: Compare and contrast assessment tools Assignment #4: Group Therapy Intervention
82.0 hours	Estimated Total Hours to complete This Course		

SSC392 COURSE REQUIREMENTS AND GRADING

ASSIGNMENT	% of FINAL GRADE	DUE DATE
1. Learning Activity Assignments (includes Discussion Posts, when appropriate)	40%	End of each Module (10 in total)
2. Topical Essay Assignment	20%	End of Module 4
3. Therapeutic Intervention Assignment	15%	End of Module 7
4. Group Therapy Intervention Assignment	25%	End of Module 10
TOTAL	100%	

SSC392 COURSE ASSIGNMENT DESCRIPTIONS

SSC392 has four graded components due throughout the course.

If you **have** any questions or concerns about assignments, please contact the professor via the course message board or use email to discuss anything regarding your learning in this course. Students are welcome to schedule a phone appointment if the email responses do not sufficiently address your questions or concerns.

Please read the following descriptions of the SSC392 assignments. Note: the following are brief outlines of the requirements. Students should access the *Assignment* pages to determine complete assignment criteria.

- Learning Activities (or Online Discussion Posts):**
Due the end of each Module (Weekly interaction required if Discussion format is used)

Learning Activities will vary according to the subject matter in the *Modules* and many will be therapeutic interventions you might use when working with children and adolescents. Each Module will have one *Learning Activity* to complete and a *Learning Activity Assignment* submission page. Please refer to your *Module Introductions* for the specific requirements for each *Learning Activity*.

If there are enough students to warrant online discussions (meaning: 3 or more students registered in the course), you will be instructed to complete the *Learning Activity* and then post your reflection online as a *Discussion Post*. If there are one or two students registered in the course, your work will be submitted online as a *Learning Activity Assignment*. Your

course facilitator will inform you as to which format will be used at the beginning of the course.

Your response to the activities, whether online or in an uploaded document, must demonstrate thoughtful interaction with the material, your own views and previous learning or understanding, and any questions you may have for yourself or others. Each *Learning Activity* requires written work that varies in length but will generally require 50-100 words.

For uploaded file submissions: it is not necessary to use APA formatting for this assignment unless you are citing or referencing. However, academic writing is required and you must include a title page, use correct grammar, spelling, and double-space your work as usual.

For Discussion Post Submissions: If you are posting your responses online, it is expected that you will thoughtfully and appropriately respond to other student's work and to their comments, post often (minimum of three posts per Module), and ensure your total word count for each Module's activity exceeds 100 words.

Refer to the *Learning Activities Assignment Rubric* for the grading criteria for this assignment, which is found in this course syllabus and on the *Assignments* page in your course menu.

Learning Activity Assignments (totalling 10) are worth 40% of your total mark for the course.

2. Topical Essay Assignment: Due end of Module 4

For this assignment you are required to write an 800-word essay on a common issue you might encounter when working therapeutically with children and adolescents. Possible topics include the following: self-esteem; peer pressure; bullying; gender; sexual identity and sexual behaviour; grief and loss; eating disorders; substance abuse; depression; self-harm; and, suicidal ideation. Other topics can also be suggested to your course facilitator for approval prior to writing the essay.

Your essay must include a discussion on the following criteria:

- Description and prevalence of the issue and the population it commonly affects
- Proposed etiology of the issue according to at least two different theoretical frameworks (e.g., different understanding according to a cognitive or narrative framework)
- An example of an intervention that you would use when working with someone presenting with this issue and a description of its potential benefits;
- A reflection, using a spiritual perspective on this issue and how this influences your therapeutic approach/intervention

Refer to the *Topical Essay Assignment Rubric* for grading criteria, which can be found in this course syllabus and online in your course *Assignments* page.

This *Topical Essay Assignment* is scored out of 100 possible points and is worth 20% of your total mark for the course.

**3. Design a Therapeutic Intervention Assignment:
Due end of Module 7**

For this assignment, you are asked to choose and discuss a therapeutic intervention (i.e., a game, exercise, or activity) for an individual client (aged 4-8 years) that addresses a specific counselling need within a specific developmental stage. This assignment has two parts: a written part (800-900 words) and a documentation part.

Part 1: Create a Word document in which you briefly discuss the following criteria:

- The name and a brief description of a game, exercise, or activity you chose for a specific therapeutic intervention;
- A description of your target population, which includes their age group and its area of focus;
- Relevant psychosocial, physical, and brain development information about your potential client(s);
- A brief discussion of the purpose and function of the game or activity;
- How this exercise will fulfill one or more of the four elements discussed in the textbook: nurture, structure, engagement, and challenge (Smith-Adcock, 2016, p. 263);
- The procedure you will undertake in this exercise; and,
- A detailed list of items or supplies needed to do the activity.

Use of APA style and referencing guidelines, a title page and References page are required.

Part 2: Documentation of the Exercise

This part of the assignment requires that you submit photos and/or any other means of documentation for all the materials needed to do the exercise.

Refer to the *Therapeutic Intervention Assignment Rubric* for grading criteria, which can be found in this Course Syllabus and online in your course *Assignments* page.

The *Therapeutic Intervention Assignment* is scored out of 100 possible points and is worth 15% of your total mark for the course.

**4. Group Therapy Intervention Assignment:
due end of Module 10**

Concept for this assignment:

For this assignment, you are asked to assume the role of therapist in a school setting who will be working with older adolescent clients. You have been asked by the school's staff to create a group intervention facilitator's guide. The guide's format would allow for six to eight participants and span four weekly sessions.

This assignment has two parts: a research essay and a group therapy facilitator's guide. The student is asked to choose a topic of concern according to their interest and understanding of the course material for the issue being addressed. Do not choose the same demographic or topic that was researched for the Topical Essay Assignment.

Part 1: Research Essay (minimum 1000 words):

- **Choose a topic of concern** that fits within the scope of this course and supports the type of facilitation guide you are designing.
- The essay should be informed by:
 - A thorough understanding of the particular issue being addressed;
 - Relevant information about typical and non-typical adolescent development, specifically in regards to the particular population discussed (e.g., age, sex, ethnicity, social context, diagnoses);
 - Research that fully addresses the issue and suggests particular interventions, tools, and techniques, which may or may not include caregivers and other family members.
 - Knowledge about issues common to a school setting and the way they are typically addressed;
- **Find and reference at least three peer-reviewed journal articles** dated 2005-present that discuss the subject you chose and use these articles to inform your written work.
- **Submit scholarly work** that reflects and upholds APA guidelines and standards of writing.

Part 2: Group Therapy Intervention Proposal (8-10 pages)

Write a group therapy intervention that supports your topic of concern. It should include the following:

- A detailed outline describing the weekly program of scheduled activities, interventions, and exercises. Include estimated time allotments, resources and supplies, scripts, rationale for each, and anything else you might need to make this intervention/program succeed.
- Instructions for the facilitator: detailed enough that a fellow therapist would be able to implement your proposed program on his or her own.

- Creative, age-appropriate interventions and activities designed to facilitate healing (use research to inform your choices)

Refer to the *Group Therapy Intervention Assignment* rubric for grading criteria, which can be found in this course syllabus and online in your course *Assignments* page.

The *Group Therapy Intervention Assignment* is scored out of 100 possible points and is worth 25% of your total mark for the course.

SSC392 ASSIGNMENTS AND APA FORMATTING

RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under “Resources” – “RMC Writing Support”)

SSC392 ASSIGNMENTS AND PLAGIARISM

Plagiarism is when a person uses the ideas or words or any other intellectual property without giving credit to the author or creator of those words, ideas, or images. Credit is given through the use of citations within the student’s work. Proper citing is essential to avoid losing marks or having your work receive a lower grade, which may be zero marks if warranted. When in doubt, cite!

Please refer to the PLAGIARISM POLICY for a more in-depth discussion.

SSC392 COURSE STANDARDS

A. Assignments

All work must be the student’s own work. Assignments are to be completed on a word processor. No handwritten submission will be accepted. Assignments must be double-spaced and conform to the Publication manual of the American Psychological Association (APA). They should be in 12 point New Times Roman font with one-inch margins at the left, right, top and bottom of the page.

For more information, please consult the APA manual on the college website.

Please ensure that assignments are submitted at the end of the correct module.

Grades will reflect the standard and quality of your work. Your thinking should be clear, original and rational, using well-supported arguments. It should be evident that you have carefully considered and processed the relevant material. Also, it should be apparent that you have studied the topic in some depth, through your references to supplementary reading resources.

B. Plagiarism and Academic Misconduct

It is the student's responsibility to ensure that all work is original. Also, it is important to note that plagiarism can occur both consciously and subconsciously. To prevent this happening, please ensure you cite others' work correctly. Two online resources that can guide you here are:

<http://www.indiana.edu/~wts/wts/plagiarism.html>

<http://owl.english.purdue.edu/owl/resource/589/01/>

SSC392 COURSE RUBRICS

Learning Activity Assignments Rubric				
Criteria	Ratings			
Connection to Personal Experience	Insightful connections between course work and/or life & outside-of-school experiences. 5 pts	Adequate connections between course work and/or life & outside-of-school experiences. 3 pts	Inadequate connections between course work and/or life & outside-of-school experiences. 1.5 pts	Max 5 pts
Connection to Learning Activities & Readings	Superb synthesis, analysis, and insightful reflection about learning activities as assigned in the course 5 pts	Adequate synthesis, analysis, and insightful reflection about learning activities as assigned in the course 3 pts	Inadequate synthesis, analysis, and insightful reflection about learning activities as assigned in the course 1.5 pts	Max 4 pts
Spelling and Grammar	No or very few spelling or grammatical errors. APA citations and a References page provided when required. 5 pts	No or very few spelling or grammatical errors. APA citations and a References page provided when required. 3 pts	Poor spelling or grammatical composition. APA citations and/or a References page not provided when required. 1.5 pts	Max 1 pts
Total Points Per Learning Activity Assignment: 10				

Topical Essay Assignment Rubric					
Criteria	Ratings				
Content & Development	Content is accurate, thorough, and supported by research. Essay addresses assignment criteria and includes course concepts. Essay demonstrates a well-thought out hypothesis and theoretical framework.3 5 pts.	Content is generally accurate, thorough, and supported by research. Essay addresses assignment criteria and includes course concepts. Essay demonstrates a reasonable hypothesis and theoretical framework.2 8 pts.	Content is adequate in scope and is typically supported by research. Essay adequately addresses assignment criteria but may be missing some course concepts. Essay includes a hypothesis and theoretical framework. 21 pts.	Content is inaccurate, poorly developed, and/or poorly supported by research. Essay does not address the assignment criteria and/or does not include course concepts, a well-thought out hypothesis and/or theoretical framework15 pts.	Max 35 pts
Organization & Structure	Essay is very clear and very readable. Points are well supported. Transitions are logical and maintain very good flow of thought. Introduction & Conclusion appropriately reflect the body of	Essay is clear and readable. Points are adequately supported. Transitions are generally logical and maintain flow of thought. Introduction & Conclusion appropriately reflect body of essay. Work is consistently	Essay is often clear and readable with some exceptions. Points are adequately supported. Transitions are generally logical and maintain flow of thought with some exceptions. The Introduction	Essay has difficulty with any of the following: it is either unclear or difficult to follow; points are not consistently supported; transitions are not logical and do not maintain flow of thought; the	Max 30 pts.

	essay. Work is consistently well written according for the type of essay. 30 pts.	of good quality according to the type of essay. 24 pts.	& Conclusion adequately reflect the body of essay. Work is consistently of average quality according for type of essay. 18 pts.	Introduction & Conclusion does not adequately reflect body of essay; work is consistently of poor quality according for type of essay. 12 pts.	
Format	Essay follows APA guidelines and is appropriate length. Format is appropriate to essay type. 10 pts.	Essay generally follows APA guidelines and is of appropriate length. Format appropriate to essay type. 6 pts	Essay does not follow APA guidelines and is not an appropriate length. Format is not suitable for type of essay. 4 pts	Max 10 pts	
Grammar, Punctuation, & Spelling	Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are consistently strong in structure and execution. 10 pts	Rules of grammar, spelling, and punctuation are generally followed; spelling has few errors. Language is generally clear and precise; sentences are typically strong. 6 pts	Rules of grammar, spelling, and punctuation are not generally followed; spelling is generally poor. Language is often unclear; sentences are often weak. 4 pts	Max 10 pts	

References & Citations	All sources are properly cited in essay and References page. APA guidelines are employed for all the work. 15 pts	Most sources are properly cited in essay and References page. APA guidelines are employed for most of the work. 9 pts	Few sources are properly cited in essay and a References page is not included. Correct use of APA format is not evidenced. 4 pts	Max 15 pts
Total Points: 100				

Therapeutic Intervention Assignment Rubric					
Criteria	Ratings				
Content & Development	Content is accurate, thorough and supported by research. Addresses assignment criteria and includes course concepts. Points are clear and logically addressed. 35 pts.	Content is accurate and supported by research. Addresses majority of assignment criteria and course concepts. Points are clearly presented and addressed in a satisfactory manner. 28 pts.	Content is somewhat supported by research but could include more referencing and/or support. Most points are clearly made, although not all are clear or logical in presentation. 21 pts.	Content is insufficiently referenced and researched or lacks the majority of the assignment criteria or is not presented clearly. 15 pts.	Max 35 pts
Organization & Structure	Written work is clear and easy to follow. Points are supported. Transitions are logical and maintain flow of thought. 30 pts.	Written work is mostly clear and easy to follow. Points are mostly supported. Transitions are logical and for the most part, maintain the	Written work is sometimes difficult to follow and is not always understandable. Transitions in topics are sometimes ineptly written.	Writing is unclear and difficult to follow and/or main points are not referenced or are referenced inadequately. Transitions	Max 30 pts.

		flow of thought. 24 pts.	There is a satisfactory amount of points and flow in writing. 18 pts.	in topic or thoughts do clearly flow from one point to the other. 12 pts.	
Format	Written work follows APA guidelines and is appropriate length. Format creates excellent readability. A Title page and Reference page are included. 10 pts.	Written work generally follows APA guidelines for and is the appropriate length. Format creates good readability. A Title page and Reference page are included. 8 pts	Written work does not follow APA guidelines and/or is not the appropriate length. A Title page and Reference page are not included. 4 pts		Max 10 pts
Grammar, Punctuation, & Spelling	Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are consistently strong in structure and execution. 10 pts	Rules of grammar, spelling, and punctuation are generally followed; spelling has few errors. Language is generally clear and precise; sentences are typically strong. 8 pts	This mark is earned when any of the following occur: rules of grammar, spelling, and punctuation are not followed for majority of the time; spelling is poor throughout; language is consistently unclear; sentences are consistently weak. 4 pts		Max 10 pts

References & Citations	All sources are properly cited in essay and References page. APA guidelines are employed for all the work. 15 pts	Most sources are properly cited in essay and References page. APA guidelines are employed for most of the work. 9 pts	Few sources are properly cited in essay and a References page exhibits incorrect use of APA format. 4 pts	Max 15 pts
Total Points: 100				

Group Therapy Intervention Assignment Rubric				
Criteria	Ratings			
Content & Development	Demonstrates a thorough and clear understanding of both the age and stage of development of the selected client & a relevant intervention suitable to the age & stage of the client. 45 pts.	Demonstrates a reasonably clear understanding of both the age and stage of development of the selected client(s) & a relevant game or exercise suited to the age and stage of the client(s). 30 pts.	Does not demonstrate a reasonably clear understanding of either the age and stage of development of the selected client(s) & a relevant game or exercise suited to the age and stage of the client(s) or demonstrates gaps in student knowledge. 20 pts.	Max 35 pts
Facilitator's Guide: Purpose & Procedures	Work demonstrates clearly the purpose and procedure of the intervention in the facilitator's guide portion of this assignment. 30 pts.	Work adequately demonstrates the purpose and procedure of the intervention in the facilitator's guide portion of this assignment. 18 pts.	Work does not demonstrate a clear purpose and/or procedure of the intervention in the facilitator's guide portion of this assignment.. 10 pts.	Max 30 pts.

Organization & Structure	Work is the appropriate length. Format creates excellent readability. A Title page and References page are included. Sections of the Facilitator's guide provide logical and excellent directions to the reader. 15 pts.	Work is the appropriate length. Format creates good readability. A Title page and References page are included. Sections of the Facilitator's guide generally provide logical and excellent directions to the reader. 10 pts	Work is not the appropriate length. Format creates poor readability. A Title page and/or References page are not included. Sections of the Facilitator's guide do not provide logical and understandable directions to the reader. 5 pts	Max 10 pts
Spelling & Mechanics	Rules of grammar, spelling, and punctuation are followed; spelling is correct. 10 pts	Rules of grammar, spelling, and punctuation are generally followed; spelling is correct. 6 pts	Rules of grammar, spelling, and punctuation are not consistently followed; spelling is poor. 3 pts	Max 10 pts
Total Points: 100				

SSC392 COURSE REFERENCES

REFERENCES

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