Carson-Newman University
Graduate Studies in Counseling, Dept. of Education and Counseling
Spring Semester 2015

COUN 611: Counseling and Development of Children and Adolescents
Course Syllabus

Course Instructor:
Email:
Office Hours:

Phone:

Meetings with Your Instructor:
Please feel free to contact your instructor to schedule an appointment should you have any questions or concerns!

Course Credit: Three (3) semester hours graduate

Required Texts and Readings:
    May be retrieved at: http://www.counseling.org/knowledge-center/ethics
American School Counselor Association (2010). Ethical standards for school counselors. Alexandria, VA: Author. May be retrieved at:

Recommended Readings:

For School Counselors:
For Mental Health Counselors:  

Additional readings will be posted on Edvance360

**Strong recommendations for graduate students in the course include:**
- ACA, ASCA, ASGW, AMFT, and APA resources and materials.
- Student membership in area, state, and national professional counseling organizations representing your area of emphasis and attendance at meetings when possible.
- Participation in professional development activities for counselors.

**On Campus Class:**  
In addition to the on campus weekly meetings, the course will be using Edvance360 throughout the semester in which the course is presented to augment the materials presented in class and offer opportunities for additional learning, discussion, and research.

**Technology Requirements:**

Computer requirements:
- A PC running Windows XP or later or a Macintosh running OS 10.2 or higher
- Audio capability may be required
- Internet connection using Broadband, Satellite or DSL

Software requirements:
- Browser with Javascript: Mozilla Firefox 4 or above (Recommended); Internet Explorer 7 or above or Safari 4 or above
- Enabled Java Plug-In required or Adobe Flash Player
- Office 2003 or Office 2007 (recommended) for PC’s, Office 2000 or 2008 for Mac’s
- Adobe PDF Reader, free from [www.adobe.com](http://www.adobe.com)

For more information about online learning requirements see:  
*C-N Online Learning Student Handbook* retrieved at [http://cnweb.cn.edu/odlorientation/](http://cnweb.cn.edu/odlorientation/)

**Identification of Course Artifacts for Professional Portfolio:**

Graduate students in counseling are expected to maintain a Professional Portfolio during their training. The Portfolio must contain samples of at least one key assignment from each GSC course and examples of your professional activities outside of class. You are responsible for selecting and placing samples of your work in your Portfolio each semester. You will also want to include your professor's evaluation and feedback of your work in your Portfolio.

Your professional products can now be easily stored in an electronic Professional Portfolio identified for your use only. The web address to this electronic Portfolio is:
https://eaglenet.cn.edu/GSC. Your login and password to this site are the same as for your CN email.

Please plan to store the following work samples for this course: your resource guide for counseling children and adolescents, three rubric ratings (personal and instructor) for three counseling practice sessions, rubric ratings for assessments of case studies (and any parts of the case study assessment the student chooses to include), and a review of your skills including reflection of your progress through the course.

**Learning Communities:**
People learn through interactions with each other, with the instructor and with written, auditory and visual learning materials. To facilitate interactive learning among learners and between learners and faculty, a major goal of this course is to encourage the development of learning communities – i.e., help learners and faculty get to know and better understand each other. Towards this end, the instructor will post a picture and a brief written introduction bio on Edvance 360; this will be available online as part of the first day of class. You should also introduce yourselves by posting a brief bio within the platform – a picture is also recommended. Campus class time will offer additional opportunities for the building of the learning community. Group class decisions will be made through the use of group process collaboration to incorporate the practicality and impact of group decision-making.

**Accessibility:**
This course has been designed to meet the requirements contained in the Americans with Disabilities Act, Section 508. If you require specific accommodations to complete this course, notify your instructor. Any student with a special documented disability (sight, hearing, mobility, learning, etc.) that may affect class activities should contact the Coordinator of Students with Disabilities, David Humphrey. Mr. Humphrey’s phone number is 471-3268. His office is located in Kathleen Manley Wellness Center. Students will have to provide appropriate documentation.

**C-N Graduate Catalog Description:**
Theories and techniques of counseling children and adolescents in individual and group settings. Designed to build counseling skills and programs for children and adolescents. Needs of at-risk youth and diverse populations are in integral part of this course.

**Relationship of Course to Overall Program:**
This course is designed to support the mission of Carson-Newman University and the Graduate Studies in Counseling program. Specifically, this course is designed to strengthen the professional knowledge of the student in the area counseling and development of children and adolescents. The course features an in depth view of the world of children and adolescents and provides opportunities for the integration of knowledge, skills, and practice during each class session. Developmental issues and concerns for diverse populations are explored through the use of case study analyses and collaborative classroom projects. Theoretical approaches and techniques are
reviewed, discussed, practiced, and integrated into assessing and planning for working with children, adolescents, and their families.

The systems in which a child lives and operates are explored and parent education, community resources, and collaboration across counseling specializations are integrated into plans for increasing resilience and success. Topics for research, investigation and study include: holistic wellness in the development of children and adolescents, theories and techniques as related to children and adolescents, and the impact of crisis and trauma, addiction, abuse, various disorders, family, school, community systems on the personal, social, academic, and career development of children and adolescents. Identifying and developing strengths to foster resiliency and increase success serve as key elements of each class session. Empowering counselors, parents, guardians, families, educators, community members to advocate for children and adolescents is an integral part of the course delivery and content through collaborative learning activities and case studies.

Major Topics Presented in Class and in Required Texts:
Child and adolescent growth and development; influence of the family on children; children’s behaviors and motivations; listening to children; meaning in children’s stories; childhood contexts; poverty and other disablers of children; reflective conversations; conscious and non-conscious goals in children; goal recognition and disclosure; theoretical foundations and techniques for counseling children and adolescents, play therapy: assessments, interventions, materials, and process; expressive therapies: assessments, interventions, materials, and process; group skills and process with children; group contexts; elements of group change; interpretation vs. representation in leadership; family counseling; natural consequences; logical consequences; parent education; parent study groups; and a comprehensive program for children in schools; considering children’s emotions; emotion coaching; self-esteem through self-awareness and the awareness of others; children as decision-makers; children of divorce; children and substance abuse; children and grief from loss or death; anger; suicide; conflict resolution; fears and phobias; societal and school-induced behavior problems; and an overview of the DSM-V as impacting children and adolescents and behavioral and medical approaches.

Methods of Instruction:
This course will have an on campus (or designated site visitation) weekly meeting schedule and will be augmented by: readings, online discussions of texts and research, written assignments, counseling practice and role play, written and verbal reflections, class collaboration, case study and critique, and creative arts and therapeutic play activities.

All class meetings will include an introduction, activity, presentation of key information, discussion, collaboration, review of week’s work, summary of key learning objectives for the week, counseling practice, review of the class session, and closing activity.

Course Grading:
Course grades will be based on performance on class involvement and collaboration, class assignments, skill development, projects, presentations, and a take-home assessment. Students
are expected to complete the required readings for each class meeting prior to class. Evidence of dishonesty on any assignments will be handled according to University Policy and Procedures.

Course Requirements and Grading Criteria:
1. Class Involvement and Collaboration 100 Points
2. Counseling and Collaboration Skill Development 100 Points
   (10 @ 10 points each)
3. Analyses of Critical Incidents (2 @ 50 points each) 100 Points
4. Integrated Article or Chapter Reviews (2 @ 50 points each)
   (Trauma, Crises, and Recovery) 100 Points
5. Theoretical Approach Demonstration (2 @ 50 points each) 100 Points
6. Digital Resource File/Handbook for Counseling Children 100 Points
7. Counseling Children Mini-Practicum Experience
   (2 @ 75 points each) 150 Points
8. Midterm Assessment Case Study Assessment 100 Points
9. Final Comprehensive Case Study Assessment 100 Points
   Total 1,000 Points

Grading Scale:
Grades will be distributed based on the following percentage scale of the total points possible:
(Based on a total of 1,000 Points)
93-100% A
85-92% B
76-84% C
below 76% F

Important Note:
Due to the nature of this course, confidentiality is a major concern for this class. Information shared in class by class members is to be kept confidential.

Course Requirements, Assignments, Projects, Skill Development, Collaboration, and Assessments:
Class Involvement and Collaboration (200 Points Total)
1. Class Involvement: Each student will have the opportunity to integrate readings, learning, and practice during each class session. This requires reading and study prior to class attendance and active participation in all class activities and collaboration (100 points)
2. Counseling and Collaboration Skill Development: Throughout the course students will be asked to collaborate in designing programs and techniques for use in counseling children/adolescents with specific needs. Evaluation sheets will be used during each of these experiences and student progress across the semester will be monitored (100 Points)

Class Assignments and Projects (600 Points)
3. Analysis of Critical Incident Studies: Throughout the course individual students will present two critical incidents case studies. Thorough study and preparation for leadership opportunities are required. Students may work in triads. Explanation of requirement and handout will be given in class. (100 - 50 Points Each )
4. **Integrated Article or Chapter Reviews:** Students will be required to complete two article reviews assigned by the professor from professional journals in the counseling field relating directly to counseling techniques used with children/adolescents dealing with trauma, crises, and recovery. These reviews will include the integration of how this information may be used in the counseling process. Reviews are required to be limited to two double spaced typed pages. Specific guidelines will be given in class and the articles will be assigned. *(100 Points – 20 Points Each)*

5. **Theoretical Approach Demonstration:** Each student will demonstrate two theoretical approach to counseling children and adolescents for the class. Twenty minutes will be allotted for the presentation. Students may work in triads for this demonstration. Students will be provided specific topics by the instructor. Specific topic materials will be available from the chapters in the Capuzzi and Gross text copies located in our resource center. *(150 Points - 75 Points each)*

6. **Resource Notebook or Files or Digital Resource File Including a Major Section on One Area of Crisis or Trauma, a Major Section on Addictions:** Students are required to develop a resource notebook on counseling techniques and programs appropriate of children/adolescents. This notebook will include research articles, resource guides, available materials, counseling program ideas and techniques for children/adolescents and their families, training for parents, staff and community members, materials from newspaper clippings, and other materials of the student’s choice. Specific guidelines for the notebook will be given in class. Student notebooks/files/digital collections will be presented to the class and ideas will be shared for obtaining materials. *(100 Points)*

7. **Counseling Children Mini –Practicum Experiences:** The class members will complete two interview tapes and review them with the instructor or have the instructor present on site. The counseling children skills rubric will be used for evaluating the counseling interview session. *(150 Points – 75 Points Each)*

8. **Midterm Case Study Assessment:** *(100 Points Total)*
Midterm assessment will be posted on online. Students will have two weeks to respond to the assessment requirements. This is an extensive case study.

9. **Final Case Study Assessment:** *(100 Points Total)*
This extensive case study will give you the opportunity to respond to a specific counseling situation (case study) using the knowledge and skills learned in the course and specific techniques. Students will be required to identify the specific counseling techniques they have used and how they have used the content of the course in their professional lives. You may use all materials available from the course in the completion of your comprehensive final case study exam.

**Overall course objectives:**

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<tr>
<th>Course Objectives</th>
<th>CACREP</th>
<th>Eval</th>
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<tbody>
<tr>
<td>KNOWLEDGE</td>
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<tr>
<td>Identify and understand children’s behavior and motivations.</td>
<td>4, 5</td>
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<tr>
<td>Gain knowledge of legal and ethical standards for working with children and adolescents.</td>
<td>3, 5, 8</td>
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<tr>
<td>Gain knowledge in identifying community, environmental, and</td>
<td>SC-E.2</td>
<td>3, 5,</td>
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institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

Gain knowledge of the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

Gain knowledge of the theories and processes of effective counseling and wellness programs for individual students and groups of students.

*Identify and integrate preventative, corrective, and remedial interventions with children who experience growth and developmental difficulties.

Identify specific individual, group, and family interventions.

Know how to use family and parent education processes for the benefit of children.

*Gain knowledge of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

*Gain knowledge of the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

*Gain understanding of the principles and effects of crisis intervention for people of all ages during crises, disasters, and other trauma-causing events.

*Gain understanding of the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

*Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

*Examine the theories and etiology of addictions and addictive behaviors.

*Examine the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

**SKILLS and PRACTICE**

Practice role play using various theoretical approaches, techniques, and activities applicable for counseling children and adolescents.

Practice conducting group activities applicable for use with children and adolescents through classroom experiences.

Practice (in class) collaboration and consultation with teachers, staff, parents, and community-based organizations to promote student...
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<th>Objective</th>
<th>Assessment Area(s)</th>
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<td>Demonstrates the ability to use procedures for assessing and managing suicide risk.</td>
<td>2, 3, 7</td>
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<tr>
<td>Collect resources for making appropriate referrals to school and/or community.</td>
<td>2, 3, 7</td>
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<tr>
<td>Examine research in the field of counseling children and adolescents and identify ways they will use research findings and recommendations in counseling roles and practice.</td>
<td>4</td>
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**REFLECTIONS**

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<th>Reflection</th>
<th>Assessment Area(s)</th>
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<td>Reflect on knowledge and skills acquired for counseling children and adolescents through a series of in class activities including pre and post-tests.</td>
<td>2, 4, 7</td>
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<tr>
<td>Review and reflect on research in the field of counseling children and adolescents and ways to use research findings in counseling roles and practice.</td>
<td>4</td>
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* Indicates CACREP 2009 Standards Key Objective Assessment for Course.