Carson-Newman College
MSC 611 COUNSELING CHILDREN and ADOLESCENTS
Spring Semester 2011: Tuesdays 4-6:45 pm

COURSE SYLLABUS

Semester Credit Hours: 3 Credits

Instructor: Carolyn Cole Brewer, Ed.D.
Office: Heritage South 278
Office Phone: 865-471-2087
Cell: 865-803-8287
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Office Hours: Monday 10 am-noon, 1-4 pm
or by appointment only 8-10 am
and 4 pm-5:30 pm
Tuesday 10:30 am-noon, 1-4 pm
Thursday 10:30 am-noon
or by appointment 1-6 pm
Friday by appointment only 9 am-4 pm

Course Location and Time: Heritage South 272/273, 4:00-6:45 pm, Tuesdays

Required Text:

Resource Text:

Highly Recommended but Not Required Texts:


Suggested, but Not Required Reading:


Course Description:
Emphasis on the use of counseling theories and techniques with 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 an integral part of the course.

This course is designed to unite counselors, educators, and community service personnel in a collaborative effort to build counseling skills and programs for the children and youth of our area. Through lecture, role-play, video feedback and the use of creative (expressive) arts, students are provided an in-depth experience in skill development using individual and small group counseling and therapy, play therapy, and family interventions, including parent education. Students will work both in specialty area groups and as a consortium of community counseling and education students during the class experience.

Relationship of Course to College and Program Philosophy and Goals: This course allows students to become reflective and creative in practice with children and develops critical thinking skills in relation to children’s difficulties. Caring, interest, and psychological contact with children are demonstrated in class presentations and through cooperative and collaborative interactions. The emphasis in this course is the importance of excellence in counseling and listening skills and the uniting of system efforts to make our communities more caring places for our children and youth.

Course Purpose and Goals:

- To introduce students to the world of children and adolescents and acquaint them with the needs of children and adolescents;
- To provide an overview of the developmental factors including physical, social, emotional, academic, spiritual, family, community, and cultural considerations;
- To provide an overview of the legal and ethical considerations for working with children and adolescents;
• To provide an overview of the needs of children and youth “at-risk” in our society;
• To develop and increase individual counseling skills with a focus on children and adolescents including play therapy, theory-based interventions, and family counseling;
• To develop and increase group counseling knowledge and skills with a focus on children and adolescents; and
• To develop an understanding of the role of community collaboration, support, and commitment in counseling children and adolescents.

Course Objectives: Specifically, the course will provide students with:

1. Knowledge

Students who complete this course will:

• Understand children’s behavior and motivations;
• Know how to develop a cognitive map for developing encouraging interventions with children;
• Know the legal and ethical standards for working with children and adolescents;
• Understand the impact of physical, social, emotional, cultural, spiritual, academic and community/environmental factor on children, adolescents, and their families;
• Know the basic theoretical models of working with children and adolescents;
• Identify preventative, corrective, and remedial interventions with children who experience growth and developmental difficulties;
• Identify specific individual, group, and family interventions appropriate for cases reviewed;
• Know how to use family and parent education processes for the benefit of children;
• Understand the importance of collaboration and consultation with colleagues concerning specific techniques to use with children and adolescents;

Skills and Practice

Students will:
(The practice listed in the objectives will be carried out in the college classroom and will not involve direct work with students through the college. If the student is employed in a supervised setting and the supervisor approves the student’s use of techniques in the work setting, the supervisor and the student are responsible. This is not a practicum or internship course. As many practice sessions as possible in role play situations will be offered for students. The students will also have the opportunity to work as a collaborative community in role playing meetings to plan for children’s interventions and counseling services.)
• Practice and use basic attending and helping skills appropriate for counseling children and adolescents;

• Practice identifying and using appropriate interventions for counseling children and adolescents through classroom role play experiences;

• Practice use of play therapy activities appropriate for counseling children and adolescents through classroom experiences;

• Practice expressive and creative arts approaches and activities applicable for counseling children and adolescents through classroom experiences;

• Practice group activities applicable for use with children and adolescents through classroom experiences;

• Practice parent education and family education interventions applicable for use with children, adolescents, and/or their families through classroom experiences;

• Practice collaborative meetings to design programs and services for children and adolescents through classroom experiences.

**Integration of Coursework and Self-Reflection**

Students will:

• Examine their knowledge and skills of counseling children and adolescents through a series of in class activities including pre and post tests and reflections on activities;

• 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;

• Review case studies and identify how to integrate coursework into a structured plan for working with children, adolescents, and their families;

• Reflect on participation in class collaboration activities and identify how they will use collaboration in counseling children and adolescents;

• Review the course content and experiences with class members and record their personal growth and future plans for maintaining current knowledge, skills, and research implications for counseling children and adolescents.

**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; and societal and school-induced behavior problems.

Course Grading:

Course grades will be based on performance on class participation, class assignments, skill development, projects, presentations, and a take-home exam. 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, Assignments, Projects, Skill Development, and Take-Home Exam:

Class Participation (200 Points Total)

Basic Requirements: Come to class prepared and ready to discuss readings. Actively participate in class exercises and activities. Complete a discussion each week beginning the first week of class. Discussions are due on Thursday by midnight. (100 Points) More than two absences will result in a reduction of a letter grade unless there are medical or emergency situations.

Class Exercises and Skill Development: Throughout the course students will be asked to participate in techniques used in counseling children/adolescents. 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)

Class Leadership Opportunities: Throughout the course individual students will choose or be assigned leadership roles in class discussions and activities. Thorough study and preparation for leadership opportunities are required. Evaluation of skills demonstrated for the leadership and feedback from class members will be given. Each student will have at least two opportunities to lead. This may include leading the case presentation and case consultation parts of class. Explanation of requirement and handout will be given in class. (100)

Article Reviews: Students will be required to complete five article reviews from professional journals in the counseling field relating directly to counseling techniques used with children/adolescents. 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)

Consultation: Students are required to work with a small group to consult with two counselors, two community members, one supervisor, and two persons representative of their counseling clientele concerning interventions and programs needed for counseling students at risk. The guidelines for these interviews will be distributed in class. Students will work in groups of four and each individual group member is required to conduct two interviews. (100 Points)

Resource Notebook or Files or Digital Resource File: 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)

**Professional Seminar Presentation:** The class members will collaborate in the development and presentation of a professional seminar on counseling techniques and program designs. Each member of the class will take a lead role in a particular topic in the seminar. Each class member will present at least one counseling technique. The seminar will be presented either in class with community members invited, in a community location, or both. Counselors may choose to work in small groups due to work localities. (100 Points)

**Midterm Assessment:** (100 Points Total)
Midterm assessment will be posted on Blackboard. Students will have two weeks to respond to the assessment requirements.

**Final Exam:** (200 Points Total)
At the end of the course a take-home exam will be given. There will be three major components to the exam. The first component will cover basic terms, concepts, and techniques from the course content. You will be asked to give personal and professional examples to demonstrate your understanding of the terms and concepts. The second component will give you the opportunity to respond to a specific counseling situation using the knowledge and skills learned in the course and specific techniques. The third component will ask the students 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 exam.

**Grades:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Basic Attendance and Participation Requirement</td>
<td>100</td>
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<tr>
<td>Class Exercises and Skill Development</td>
<td>100</td>
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<tr>
<td>Class Leadership Opportunities</td>
<td>100</td>
</tr>
<tr>
<td>Article Reviews</td>
<td>100</td>
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<tr>
<td>Consultation Experiences</td>
<td>100</td>
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<tr>
<td>Resource Notebook or Digital Resource File</td>
<td>100</td>
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<tr>
<td>Professional Seminar Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Assessment</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
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**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 Management and Evaluation Policies:

Attendance: It is impossible to maintain the quality of this course without full attendance and participation. Students are expected to be at each class, having completed assigned reading ahead of time.

Special Needs Policy: Please notify your instructor at the beginning of the term if you have any special needs for the course and contact the Carson-Newman Life Directions Center to assist you. The Life Directions Center staff is most helpful. Please consult with them as soon as possible. Your instructor will be happy to work with them and with you to incorporate your individual needs into the course material and delivery system.

Academic Misconduct: Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course.

Student Responsibilities: Group discussion and class participation are required in this course. The value of this course depends on personal experience and student introspection is used to question or validate the principles taught. Indeed, it is through building an experiential consensus of practical application that the course materials will prove of value. It is essential that students complete required reading prior to the assigned class meeting and engage in class activities.

Cell phones and pagers must be turned off/silent/vibrate during class. Texting is not allowed during class. Use of computers during class is for note taking only and surfing and work on other projects is not allowed during class. If you are on call for your work, please let the instructor know and if you have a family emergency where you may need to use your cell phone, please make your instructor aware of the situation. Otherwise, cell phones and other devices need to be kept out of site for the class time.
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Carolyn Cole Brewer, Ed.D.

## Syllabus Tentative Class Schedule

The basic counseling theories will be interwoven throughout each class session. The student is expected to have successfully completed a course in counseling theory. Each class session will include: 1. an overview of the class, 2. an introduction to the content material, an activity to highlight the content to be covered, presentation of information, role play practice, a collaborative class experience, a summary of the class, an evaluation of the class experience, and a brief overview of the next class and items due.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Jan. 18</td>
<td>Introduction to Class: Why we are here!!!</td>
<td></td>
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<tr>
<td>Jan. 25</td>
<td>Introduction to a Child’s World</td>
<td>Cpt. 1 &amp; 2 (Both Editions of Text)</td>
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</tbody>
</table>
| Feb. 1 | The Counseling Process and Social and Cultural Factors in Counseling Children | Cpt. 2 & 15 (7th ed.)  
Cpt. 2 (8th ed.) |
| 8 | Legal and Ethical Factors in Counseling Children  
The Counseling Process Con’t  
First Article Review Due | ACA, ASCA,  
AMFT Et. Co.  
Cpts. 3 & 4 (8th ed.) |
| 15 | Theoretical Approaches to Counseling Children and Adolescents | Reality Therapy with Choice Theory  
Cpt. 4 (7th ed.)  
Cpt. 9 (8th ed.)  
Brief Counseling  
Cpt. 5 (7th ed.)  
Cpt. 10 (8th ed.) |
| 22 | Theoretical Approaches to Counseling Children  
Second Article Review Due | Behavioral  
Cpt. 9 (7th ed.)  
Cpt. 8 (8th ed.)  
Cognitive Behavioral  
Cpt. 8 (7th ed.)  
Cpt. 13 (8th ed.) |
| Mar. 1 | Theoretical Approaches to Counseling Children and Adolescents | Play Therapy and Expressive/Creative Arts  
Cpt. 14 (7th ed.)  
Cpt. 17 (8th ed.) |
| 5 | Smoky Mountain Counseling Association Conference  
Carson-Newman – 25 bonus points for attendance and assistance with preparation | |
<table>
<thead>
<tr>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>8</td>
<td>Theoretical Approaches to Counseling Children and Adolescents &lt;br&gt; <strong>Third Article Review Due</strong></td>
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<tr>
<td>15</td>
<td>DSM-IV-TR for Children and Adolescents &lt;br&gt; <strong>Midterm Check Posted on Blackboard</strong></td>
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<tr>
<td>22</td>
<td>Spring Break</td>
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<tr>
<td>29</td>
<td>Group Counseling with Children and Adolescents &lt;br&gt; <strong>Fourth Article Review Due</strong> &lt;br&gt; <strong>Midterm Due</strong></td>
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<tr>
<td>Apr. 5</td>
<td>Parent Education and Family Counseling &lt;br&gt; <strong>Midterm Due</strong></td>
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<td></td>
<td>Counseling Children with Special Needs &lt;br&gt; <strong>Fifth Article Review Due</strong></td>
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<tr>
<td>14</td>
<td>Research Day at Carson-Newman-25 bonus points for participation in research poster presentation</td>
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<tr>
<td>19</td>
<td>Consultation and Collaboration &lt;br&gt; Program Design and Planning &lt;br&gt; <strong>Consultation Experiences Due</strong></td>
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<tr>
<td>26</td>
<td>Counseling Children with Special Concerns &lt;br&gt; Special Topics Presentations and Case Review and Planning Practice &lt;br&gt; <strong>Resource Notebook/Digital Record Due</strong></td>
</tr>
<tr>
<td>May 3</td>
<td>Special Topics Presentations and Case Review and Planning Practice</td>
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<tr>
<td>10</td>
<td>Final Class Meeting/Final Exam Due</td>
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