**CED 712 – Counseling Children and Adolescents**  
Course Syllabus

Summer 2019  
Face-to-Face

# **Faculty Information**

Cat Vincent, EdD, LPC, NCC, LPC-S  
cvincent@deltastate.edu – When possible, use the CANVAS message system to contact me.   
Campus office: Ewing 341  
Campus office phone: 662-846-4360

Office hours: Meetings scheduled by appointment for convenience of the student’s schedule.

Dr. Vincent will respond to messages within two regular business days of initial communication.

# **Course Materials**

## Required Materials:

## Smith-Adcock, S. & Tucker, C. (2017). Counseling children and adolescents: Connecting

## theory, development, and diversity. Sage Publications: Thousand Oaks, CA.

## Axline, V. (1964). Dibs: In search of self. Middlesex, England: Penguin Books.

Cengage Unlimited offers you unlimited access to counseling textbooks with the option to purchase a loose leaf paper copy (WHICH YOU MUST PURCHASE) from MindTap.

CENGAGE UNLIMITED - **1 Semester** Access  
Printed Access Card ISBN: 9780357700037  
List Price: $119.99  
  
CENGAGE UNLIMITED - **1 Year** Access  
Printed Access Card ISBN: 9780357700044  
List Price: $179.99  
  
CENGAGE UNLIMITED - **2 Year** Access  
Printed Access Card ISBN: 9780357700051  
List Price: $239.99

# **Course Description**

Techniques for counseling children and adolescents in both the community and school setting. Emphasis is on developmental process, at-risk classifications, and environmental problems facing children and youth. (3 hours)

# **Purpose**

The purpose of this course is to provide counseling students with clinical instruction and supervision, considered to be the most critical experience of the program. All faculty and supervisors are committed to preparing professional counselors and promoting the development of the student’s professional counselor identity.

# **Program Learning Outcomes**

This course helps students achieve the following program learning outcomes:

4. Counseling students will examine biological, environmental, and systemic factors that affect human behavior, development, and functioning. Counseling students will develop strategies for promoting optimum development, resilience, and wellness across the lifespan.

# **Course Student Learning Outcomes (CACREP, 2016)**

At the completion of the course students will understand the following:

1. professional counseling organizations, including membership benefits, activities, services to members, and current issues (2.F.1.f.)
2. strategies for personal and professional self-evaluation and implications for practice (2.F.1.k.)
3. theories of individual and family development across the lifespan (2.F.3.a.)
4. theories of learning (2.F.3.b.)
5. theories of normal and abnormal personality development (2.F.3.c.)
6. biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e.)
7. systemic and environmental factors that affect human development, functioning, and behavior (2.F.3.f.)
8. effects of crisis, disasters, and trauma on diverse individuals across the lifespan (2.F.3.g.)
9. a general framework for understanding differing abilities and strategies for differentiated interventions (2.F.3.h.)
10. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.3.i.)

CMHC Standards

1. theories and models related to clinical mental health counseling (5.C.1.b.)
2. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (5.C.1.c.)
3. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (5.C.2.b.)
4. impact of crisis and trauma on individuals with mental health diagnoses (5.C.2.f.)
5. impact of biological and neurological mechanisms on mental health (5.C.2.g.)
6. cultural factors relevant to clinical mental health counseling (5.C.2.j.)
7. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (5.C.2.k.)
8. legal and ethical considerations specific to clinical mental health counseling (5.C.2.l.)
9. techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.3.b.)
10. strategies to advocate for persons with mental health issues (5.C.3.e.)

SC Standards

1. school counselor roles as leaders, advocates, and systems change agents in P-12 schools (5.G.2.a.)
2. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5.G.2.b.)
3. school counselor roles in relation to college and career readiness (5.G.2.c.)
4. school counselor roles in school leadership and multidisciplinary teams (5.G.2.d.)
5. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (5.G.2.g.)
6. professional organizations, preparation standards, and credentials relevant to the practice of school counseling (5.G.2.l.)
7. legal and ethical considerations specific to school counseling (5.G.2.n.)
8. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (5.G.3.c.)
9. interventions to promote academic development (5.G.3.d.)
10. techniques of personal/social counseling in school settings (5.G.3.f.)
11. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.h.)

# **Major Course Activities**

**Introductory Writing Assignment – 10 points**

You will watch a video from our DSU Online Database on some aspect of counseling with children and adolescents which is of interest to you. This video is to be about actual work with a child or adolescent. This may be work with a certain population, a certain technique, a certain theory, a specific setting, etc. You are to write a **one-page review** of the video.

You will find the counseling video database on the DSU library’s online site. Find the videos according to this process: DSU website>Quick Links>

Library>Databases tab>Counseling&Therapy in Online Video>Sign in>Search for a video!

Your assignment will be a total of 3-4 pages (Title page, Review, Reference). You will follow APA format for this assignment. (2.F.3.a.,h., 5.C.3.b.)

**Syllabus Confirmation – 5 points**

Follow the instructions on CANVAS to confirm that you have read the syllabus.

**Counseling Session Video and Paper – 150 points**

Each student will schedule a 30-minute mock session with a volunteer child/adolescent to use a technique(s) learned in class or from the readings. This session will be videotaped. *Sessions will be scheduled with the counseling lab GAs to take place in Room H, the ADOLESCENT play therapy room. Students are responsible for providing their own materials for the session – use of Play Therapy Institute materials is not allowed for this assignment.* Students must get informed assent/consent from the child and parent/guardian for the child to participate and to video tape the session. \*Videos may be reviewed in class. Note: Children/adolescents must be between the ages of 5-15, cannot be your own child or any child with whom you spend more than one (1) hour per week.

Students will then write a 5-8 page paper describing the intervention, the goals, the theory applied, applicability to diverse populations, the child’s reaction to the activity, and what you would do differently in future sessions. All sections must be included for credit. You will also include a title page and reference page (not included in your 5-8 page total). APA format and a minimum of 4 peer-reviewed references are required. (2.F.3.a-f.,h.,i.; 5.C.1.b-c.;5.C.2.b.,j.,l.; 5.C.3.b.)

**Examinations – 200 points (100 points each)**

These may include multiple choice, true/false, fill-in-the-blank and short answer questions. Students are not permitted to collaborate on exams. (2.F.3.a-i.)

**Creative Intervention Presentation – 50 points**

Each student will plan and demonstrate one class activity. The purpose of this assignment is to discover and present a current activity that could be used to counsel children or adolescents. I want you to be creative and find some activity that can be used in counseling children or adolescents. This can be a modified game or activity that is used for a specific therapeutic purpose. I would like for you to lead the other class members in completing this activity. The entire class should be afforded the opportunity to participate in the activity. Student will prepare a typed “Activity Synopsis” (2 page minimum), making a copy for the professor and for the other students in the class. Presentation/Intervention should take a minimum of 20 minutes and no longer than 30 minutes (activities running over this time will be ended before completion – so be sure to manage your time well!) – this includes SET-UP!

The “Activity Synopsis” should include the following information:

1. Theme: (assessment, termination, rapport building, etc.).

2. Population (ages)

3. Modality: (individual, family, group)

4. Treatment Goals:

5. Materials Needed:

6. Procedure (introduction, activity, processing)

7. Processing Questions

8. Homework:

9. Application and Modifications:

10. Special Considerations: (Who not to use it with, when to be cautious)

11. References

Activities will be scheduled according to the “Tentative Class Schedule” (2.F.3.h., 5.G.3.c-d.,f.)

**Dibs Reading/Assignment – 50 points**

This assignment is for the student to think critically about the systemic and environmental factors that affect human development, functioning, and behavior. Complete assignment as posted in Canvas. (2.F.3.f., 5.C.2.f-g, 5.C.3.e., 5.G.2.a-d.,g.n., 5.G.3.h.)

**Membership in Professional Organization – 25 points**

Students are required to join one or more professional *counseling* organizations. Proof of membership is required. A suggested (but not all inclusive) list includes:

* American Counseling Association (ACA)
* Association for Play Therapy (APT)
* Mississippi Counseling Association (MCA)
* American School Counselor Association (ASCA)
* American Mental Health Counselor Association (AMHCA)

Note: If you are interested in an organization not on this list, please speak with Dr. Vincent. (2.F.1.f., 5.C.2.k., 5.G.2.l.)

**Course Reflection – 10 points**

For this assignment, please complete a 2-4 page course reflection (not including the title page). In this reflection, please address:

1) What you learned

2) What you wish you would have learned

3) What you enjoyed the most

4) What you enjoyed the least

5) Suggestions for the future of the course

6) Any other comments you would like to make (2.F.1.k.)

**Total Points – 500**

# **Evaluation and Grading**

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

94 - 100% = A

80 - 93% = B

70 - 79% = C

Below 70% = F

There will be a rubric provided for assignments where needed on Canvas. APA format is required on all assignments.

All assignments are due according to the timeline established by the syllabus and in CANVAS unless otherwise noted by the instructor. **The maximum number of points awarded will decrease by ten percent for each day the assignment is late.**

Feedback on assignments will be provided within three weeks of the due date.

# **Attendance**

Students must engage in Assignments in CANVAS to be counted as “present” for the course. See DSU Policies on Attendance for further information.

[DSU Policy on Class Attendance](http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/)  
<http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>

# **Academic Honesty Policy/Grievance Policy/FERPA**

[DSU Policy on Academic Honesty](http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/): <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>

The policies stipulated in the Graduate Bulletin will be strictly enforced. Plagiarism will not be tolerated. If the instructor discovers plagiarism has occurred, the student will, at minimum, receive a grade of 0 for the assignment.

Academic Grievance Policy-Graduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student’s performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website:<http://www.deltastate.edu/academic-affairs/registrars-office/forms-and-policies>

# **Etiquette and Civility Online/Netiquette**

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

Below is a source with some basic netiquette tips that you may find useful:   
<https://elearningindustry.com/10-netiquette-tips-online-discussions>

# **Additional Course-Specific Rules, Policies, Expectations**

Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Sensitivity to gender/race/ethnicity/ ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

**Social Media**

Please join us on the following social media!

-You can follow us on Facebook at <https://www.facebook.com/pages/Delta-State-University-Counselor-Education-Department/114173808595602>

-You can also follow us on Twitter at @DSUCedPsy

-Visit our DSU website at <http://www.deltastate.edu/education-and-human-sciences/counselor-education-and-psychology/>

# **Course Schedule/Content Outline**

Textbook Chapters and Dibs are to be read before the class meeting.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week Beginning** | **TOPIC** | **ASSIGNMENTS DUE** | **Objectives** |
|  | -Syllabus Review  -Ch. 1 Historical and Contextual Trends | **-Syllabus Confirmation**  -Dibs: 1-3 |  |
|  | -Ch. 2 Legal and Ethical Issues | **-Introductory Writing Assnmt**  -Dibs: 4-6 | 2.F.3.a.,h., 5.C.3.b. |
|  | **School Holiday/No Class Meeting** |  |  |
|  | -Ch. 3 Attachment, Trauma, & Repair | -Dibs: 7-8 |  |
|  | -Ch. 4 Therapeutic Alliance  -Ch. 5 Psychodynamic Theories |  |  |
|  | -Ch. 6 Humanistic Approaches  -Ch. 7 Cognitive-Behavioral | -Dibs: 9-10 |  |
|  | -Ch. 8 Family/Systems Approaches  -Ch. 9 Constructivist Approaches |  |  |
|  | -Ch. 10 Counseling 0-4yo & Families | **-Presentations 1, 2, 3, 4**  -Dibs: 11-12 | 2.F.3.h., 5.G.3.c-d.,f. |
|  | **Exam 1: 1-9**  **No Class Meeting** | -Dibs: 13-14 | 2.F.3.a-i. |
|  | -Ch. 11 Counseling 5-8yo & Families | **-Presentations 5, 6, 7, 8**  -Dibs: 15-18 | 2.F.3.h., 5.G.3.c-d.,f. |
|  | -Ch. 12 Counseling 9-11yo | **-Presentations 9, 10, 11, 12**  **-Proof of Prof. Membership Due**  -Dibs: 19-21 | 2.F.1.f., 2.F.3.h., 5.C.2.k., 5.G.2.l. 5.G.3.c-d.,f., |
|  | -Ch. 13 Counseling 12-14yo | -**Presentations 13, 14, 15, 16**  **-Video Due**  -Dibs: 22 – 24 | 2.F.3.h., 5.G.3.c-d.,f. |
|  | -Ch. 14 Counseling 15-19yo | **-Presentations 17, 18, 19**  **-Video Follow-up Paper Due**  -Dibs: Epil. & Author’s Note | 2.F.3.a-f.,h.,i.; 5.C.1.b-c.;5.C.2.b.,j.,l.; 5.C.3.b. |
|  | **School Holiday/No Class Meeting** | **-Dibs Assignment Due** | 2.F.3.f., 5.C.2.f-g, 5.C.3.e., 5.G.2.a-d.,g.n., 5.G.3.h. |
|  | -Ch. 15 Counseling 18-21  -Discussion on Dibs | **-Presentations 20, 21, 22** | 2.F.3.h., 5.G.3.c-d.,f. |
|  | **Exam 2: 10-15**  **No Class Meeting** | **-Course Reflection** | 2.F.1.k., 2.F.3.a-i. |

**Presentations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Names |  |  |  |
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\*The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

Add and Drop deadlines are listed in the Academic Calendar: <http://www.deltastate.edu/academic-affairs/calendar/>

Other important information may be found in the Course Catalog: <http://www.deltastate.edu/academic-affairs/catalog/>

# **Technology**

For assistance using Canvas, you can click the help icon in your course, or refer to the [Canvas Student Guide](https://guides.instructure.com/m/4212). If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at [helpdesk@deltastate.edu](mailto:helpdesk@deltastate.edu) or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

[Link to Canvas](https://deltastate.instructure.com): <https://deltastate.instructure.com>

[Canvas Technical Requirements](https://community.canvaslms.com/docs/DOC-10720): <https://community.canvaslms.com/docs/DOC-10720>

[Canvas Privacy Policy](https://www.canvaslms.com/policies/privacy): <https://www.canvaslms.com/policies/privacy>

[Canvas Accessibility Statement](https://www.canvaslms.com/accessibility): <https://www.canvaslms.com/accessibility>

# **Student Support Services**

## Student Success Center

The Student Success Center provides educational learning services and assistance for all students. Additional information can be found at: <http://www.deltastate.edu/student-success-center/>.

## Roberts-LaForge Library

The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: <http://www.deltastate.edu/library/>.

[Writing Resources for Students](http://www.deltastate.edu/library/student-writing-resources/)

* Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
* <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
* Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>
* Writing Center: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>

Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

# **ADA Statement and Disability Services**

Information about [Disability Services](http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/) can be found on the DSU website. <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

For assistance with and to make arrangements for accommodation for disabilities, please contact [Disability Services](http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/), at the O.W. Reilly Student Health Building, 662-846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

# **Disclaimer**

This syllabus is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events.