



Counseling Children and Adolescents

COU 6818 -

Total Credit Hours: 3 hours

Classroom:

Instructor

Course Description

An overview of developmentally appropriate approaches to counseling children and adolescents in school and mental health settings. Addresses individual and group work, expressive and talk therapies, family and organizational systems, trauma, wellness, resiliency, technology delivery, self-care strategies for counselors, multicultural trends, supervision models, and behavioral and emotional assessments of children and adolescents.

Rationale for Course

This course emphasizes the special topics concerning counseling children and adolescents. Children and adolescents process information, express ideas, and behave differently from adults. In keeping with trends in counseling, it is important to be aware of increasingly new and effective approaches to the counseling experience for this unique population.

Learning Objectives

1. Describe effective counseling approaches for counseling children and adolescents in individual and group settings.
2. Understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation.
3. Have knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
4. Describe technology's impact on the counseling profession.
5. Know strategies for personal and professional self-evaluation and implications for practice
6. Describe self-care strategies appropriate to the counselor role
7. Understand the role of counseling supervision in the profession.
8. Have knowledge of the models of school-based collaboration and consultation
9. Understanding assessments specific to P-12 education
10. Understand the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
11. Know common medication that affect learning, behavior, and mood in children and adolescents.

12. Know signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.
13. Understand use of developmentally appropriate career counseling interventions and assessments
14. Describe strategies to facilitate school and postsecondary transitions
15. Know skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
16. Describe approaches to increase promotion and graduation rates.
17. Understand strategies for implementing and coordinating peer intervention programs.

Prerequisites

Graduate standing

Instructional Materials

Required Text:

Smith-Adcock, S. & Tucker, C. (2017). *Counseling children and adolescents: Connecting theory, development, and diversity*. Thousand Oaks, CA: Sage Publishing.

Other Texts:

Whitcomb, S. & Merrell, K. (2013). *Behavioral, social, and emotional assessment of children and adolescents*, 4th ed. New York, NY: Routledge

Kottler, J. (2012). *The therapist's workbook: Self-Assessment, self-care, and self-improvement exercises for mental health professions*. Joboken, NJ: John Wiley & Sons, Inc.

Methods of Instruction

This course will include lecture, class discussion, demonstrations, modeling of effective teaching strategies, cooperative learning activities, online assignments which incorporate a field-based component.

- A. Interactive lecture/discussion
- B. Explanation
- C. Questioning
- D. Cooperative learning
- E. Student presentations
- F. Group (large and small) discussions

Methods of Evaluation and CACREP Standards

CACREP STANDARDS (2016)

CACREP Standard 2.1.a history and philosophy of the counseling profession and its specialty areas

CACREP 2. 1. b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavior health care systems, including interagency and inter-organizational collaboration and consultation

CACREP 5.1.d models of school-based collaboration and consultation
CACREP 5.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
CACREP 5.2.h. common medications that affect learning, behavior, and mood in children and adolescents
CACREP 5.2.i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
CACREP 5.3.f techniques of personal/social counseling in school settings
CACREP 5.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

Task/Activity: Students will demonstrate knowledge on the historical and contextual trends in counseling children, the counseling process, psychodynamic theories, humanistic approaches, cognitive-behavioral approaches, constructivist approaches, and counseling children and adolescents at developmental ages. In addition, students will understand family and organizational systems approaches to counseling children and adolescents. Also, students will have knowledge of attachment, trauma, and repair from infant to adolescent development. The students will demonstrate knowledge of risk factors and warning signs for behavioral disorders, common medications that affect learning and behavior, and signs and symptoms of substance abuse.

Assignment: Students will attend lectures and read chapters 1-14 in the *Counseling Children and Adolescents: Connecting Theory, Development, and Diversity* book. Students will also discuss the PowerPoint presentation Practical Psychopharmacology in Children and Adolescents including risk factors and warning signs in children for behavior disorders and substance abuse.

Assessment for Learning Outcomes: Mid-term exam on all information covered in class will be utilized for the purpose of assessing mastery of knowledge. Exam may include multiple choice, true/false, short answer, and essay questions.

CACREP STANDARDS 2016

CACREP Standard 5.3.g. Strategies to facilitate school and postsecondary transitions
CACREP Standard 5.3.d. Interventions to promote academic development
CACREP Standard 5.3.i. Approaches to increase promotion and graduation rates
CACREP Standard 5.3.m Strategies for implementing and coordinating peer intervention programs
CACREP Section 5. G. 3. k. strategies to promote equity in student achievement and college access

Task/Activity: Students will demonstrate knowledge of peer intervention groups for children and adolescents. These groups may include topics such as: Postsecondary transitions, high school drop-out, academic at-risk students, bullying, children of divorce, ADHD, positive peer relationships, social skills training, behavioral disorders, disabilities, exceptional children, or transition from school to work.

Assignment: Each student will develop a presentation on a counseling peer intervention group including special aspects and techniques regarding children or adolescents. This presentation should be approximately 30-40 minutes in length with handouts. The student should prepare a PowerPoint presentation that includes the target audience or group, the goals of the groups, the benefits or objectives, and the specifics of how the peer intervention group works and the materials used by the group. Students should also include how promoting parental involvement and equity in student

achievement and college access could be a part of the intervention. The presentation will be graded on a 50-point rubric.

Assessment for Learning Outcomes: Students will be graded on a presentation rubric.

CACREP STANDARDS 2016

CACREP Standard 2. 1. k. strategies for personal and professional self-evaluation and implications for practice

CACREP Standard 2. 1. l. self-care strategies appropriate to the counselor role

Task/Activity: Therapist self-care and well-being is often overlooked in this fast-paced world with the multitude of requirements and demands put on helping professions. Students will gain knowledge of the importance of self-care and specific self-care activities.

Assignment: Students will complete and discuss the Self-Care Plan Worksheet during class. The worksheet will cover six areas of self-care: sensory, pleasure, mental, spiritual, physical, and emotional.

Assessment for Learning Outcomes: Completion of the worksheet and participation in discussion.

CACREP Standards 2016

CACREP Section II, F. 1. c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

CACREP Section G. 1. A. school counselor roles as leaders, advocates, and system change agents in P-12 schools.

CACREP Section G. 2. D. school counselor roles in school leadership and multidisciplinary teams

CACREP Section G. 2. K. qualities and styles of effective leadership in schools

Task/Activity: Leadership styles and theories will be discussed in class.

Assignment: After thoroughly addressing a majority of the leadership styles and theories explored within this course, students will be asked to participate in developing an interview guide to use in interviewing a leader of their choice. Students will justify their choice within their report (note: no peer interviews, please). Finally, students will summarize their interview through a four-page typed report which includes the following items:

1. Explanation of why the individual was selected (10pts)
2. Their perceptions of the person during the interview (20pts)
3. Key leadership characteristics displayed during the interview (30 pts)
4. Evaluation of the leadership tendencies of this person (20pts)
5. Student perception of the individual as a leader, after the interview (10pts)
6. Spelling and grammar (10pts)

Assessment for Learning Outcomes: Students' papers will be graded on a rubric of the six points above. Each student will complete a five-minute oral presentation summarizing the most salient aspects of the interview.

CACREP Standards 2016

CACREP Section 5.1.d models of school-based collaboration and consultation

CACREP Section 5.1.k. community resources and referral sources

Task/Activity: Students will understand the frameworks for collaborative school consultation. Students will gain knowledge of the six structural elements of collaborative school consultation and the six models for school consultation.

Assignment: Students will participate in lectures on the foundation and frameworks for collaborative school consultation. Students will write a 5-page reflection page on the structure of Collaborative School Consultation and include the model they feel best suits their personnel perspective on school consultation.

Assessment for Student Learning Outcomes: Papers will be graded on a 50-point rubric: Completion of the Assignment by Due Date 0-10 points, Use of APA Style 0-10 points, Quality of Writing 0-10 points, Quality of Personal Reflection 0-10 points, and Evidence of Conceptualization of Collaborative School Consultation 0-10 points.

CACREP Standards 2016

CACREP Standards 5.1.e. assessments specific to P-12 education

CACREP Standards 5.2. i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

Task/Activity: Students will attend and participate in lectures on Chapters 1-14 in the *Behavioral, Social, and Emotional Assessment of Children and Adolescents* book. Reading assignments will be given each week. Students will obtain knowledge of assessments that are specific to children and adolescents and that look at specific problems, competencies, and populations.

Assignment: Students will be given reading assignments each week and will attend and participate in lectures on behavioral, social and emotional assessments.

Assessment for Student Learning Outcomes: Final Take-Home Exam (100 points). The exam will assess learning based on lectures, discussions, and assigned readings. The exam will be short answer and essay questions.

CACREP Standards 2016

CACREP Section 5. 3. f. techniques of personal/social counseling in school settings

CACREP Section 5. 3. n. use of accountability data to inform decision making

CACREP Section 5. 3. o. use of data to advocate for programs and students

Task/Activity: Students will attend lectures on Chapter 4, the Counseling Process, in the Smith-Adcock and Tucker book

Assignments:

Students will be required to counsel a child or adolescent and complete a case conceptualization, which includes the following: Demographic information, presenting concerns, theoretical orientation, past and current health problems, environmental factors, personality factors, cognitive factors, emotional factors, behavioral factors, and a treatment plan with included assessments. This session may be an audio tape and a form will be given to the students for the case conceptualization. The session should be a minimum of twenty minutes, and the client should complete a client permission form signed by the guardian and client.

Students will be given reading assignments and lectures on the counseling process.

Assessment for Student Learning Outcomes:

Completion of the audio tape and case conceptualization form. This will be graded on a 100-point scale.

CACREP Standards 2016

CACREP Section 5. G. 1. d. models of school counseling programs

CACREP Section 5. G. 2. g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

CACREP Section 5. G. 3. f. techniques of personal/social counseling in school settings

Task/Activity: Students will understand the importance of evidence-based counseling with children and the importance of research within their counseling practice.

Assignment:

Research paper on a method of counseling with children. Each student will complete an 8-page text literature review on a particular theory and method of counseling children. (Ex: DBT with children). The paper should be APA style and should include rationale, theory or method description, at least one case study using this method, and extensive literature review on counseling children using this method and various techniques.

Assessment for Student Learning Outcomes:

This paper should be a cumulation of learning from this semester and should contain information on a particular method or theory of counseling children. The paper should be an 8-page APA paper with cover and abstract (not counted in the eight pages). In addition, the student should have a PowerPoint Presentation to convey the findings of the paper. The presentation should be 10 to 15 minutes long. 50 points will be assigned to the paper and 50 to the presentation.

STANDARDS OF ACADEMIC INTEGRITY

Mississippi College students are expected to be scrupulously honest. Dishonesty, such as cheating or plagiarism, will be regarded as a serious offense subject to severe penalty, including, but not limited to, loss of credit and possible dismissal. University Policy 2.19, the most recent copy of the graduate catalog, and the current student handbook provide specific information regarding penalties associated with dishonest behavior at Mississippi College.

Plagiarism

No student shall submit as his or her own work, any term paper, research paper, thesis or other academic assignment of original work that in any part is not his/her own work. Knowingly using the ideas of another person and offering them as one's own original ideas is prohibited by this policy to the same extent as knowingly using the words of another writer and offering them as one's own original writing (University Policy 2.19, Mississippi College: Policies and Procedures).

ETHICAL STANDARDS

All of the graduate courses offered by the Department of Psychology and Counseling at Mississippi College adhere to the current standards of the American Counseling Association (ACA). The 2014 ACA Code of Ethics is available for downloading at

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Papers and presentations in the course will be guided by the current edition of the Publication Manual of the American Psychological Association. At this time, the sixth edition of the manual is available.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The ethics of scientific publication are presented in the manual (American Psychological Association, 2010, pp.11-18). Additional information on professional writing may be obtained from <http://apastyle.apa.org/Codes>, as well as updates and other resources are available for review or downloading at <http://www.apa.org/ethics/code/index.aspx>

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social, and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in education opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility. Ethical Standards for School Counselors (2016) can be found at

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/mcsyllabus>.

Grading Policy

Objectives will be assessed through multiple means: class participation, satisfactory completion and timely submission of assignments, and a final examination.

Specific course requirements include the following:

Attend class and participate in class discussions. Because each class meeting is the equivalent of almost three hour-long meetings, and because there are experiential dimensions to this course, absences greatly affect potential student gains. The student is therefore expected to attend all

class meetings. In case of illness or emergency, please notify the instructor prior to class. Alternative assignments may be made in case of an absence.

Complete all reading assignments. Readings should be completed prior to their due date since they will form the basis of classroom discussions.

Complete assignments and bring them to class. Important learning experiences are self-guided and involve outside-of-class exercises and activities. By bringing the materials to class, the student is prepared to share information and insight. Deadline for all work is on the assigned date. No work will be accepted after the assigned due date unless the student has special needs which he/she has discussed in advance with the professor. All work turned in late will automatically receive a letter lower grade.

Mid-Term Exam. Students will take a mid-term exam on all materials covered in the Chapters 1-14 in the *Counseling Children and Adolescents* book. In addition, all material covering psychopharmacology in children and adolescents including risk factors and warning signs in children for behavior disorders and substance abuse. Exam may include multiple choice, true/false, short answer, and essay questions. The exam will exist of fifty questions on a 100-point scale.

Leadership Interview. Each student will conduct an interview of a school counselor or a mental health counselor, who they feel has a leadership role in his or her school, the community, state counseling associations, or mental health clinic. The paper and interview presentation will be graded on a 100-point scale rubric.

Peer Intervention Presentation. This assignment is a key performance indicator for CACREP evaluations. Policy requires that you make at least a B on this assignment or it will have to be revised for a better grade. Each student will develop a presentation on a counseling peer intervention group including special aspects and techniques regarding children or adolescents. This presentation should be approximately 30-40 minutes in length with handouts. The student should prepare a PowerPoint presentation that includes the target audience or group, the goals of the groups, the benefits or objectives, and the specifics of how the group works and the materials included. The presentation will be graded on a 100-point scale rubric: Required Elements 0-20, Content & Clarity 0-20, Speaking Skills, 0-20, Presentation Length 0=20, and Use of Visual Aids and Creativity 0-20.

Self-Care Worksheet. Assignment: Students will complete and discuss the Self-Care Plan Worksheet during class. The worksheet will cover six areas of self-care: sensory, pleasure, mental, spiritual, physical, and emotional. Completion of the worksheet and discussion in class is worth 25 points of the academic total number of points.

Collaborative School or Clinical Mental Health Consultation Paper. Students will write a 4-page reflection page on the structure of Collaborative School or Clinical Mental Health Consultation and include the model they feel best suits their personnel perspective on consultation. The paper will be graded on a 100-point rubric: completion of the assignment by due date 0-20, Use of APA Style 0-20 points, Quality of Writing 0-20 points, Quality of Personal Reflection 0-20 points, Evidence of Understanding Collaborative Consultation 0-20 points.

Audio Tape and Case Conceptualization. Students will engage in a twenty-minute audio counseling session with a child or adolescent. A case conceptualization form will be completed for the tape, which will be submitted on Canvas. The form will be graded on a 100-point scale.

Final Research Paper (90 points). This paper should be a cumulation of learning from this semester and should contain information on a particular method or theory of counseling children. The paper should be an 8-page APA paper with title page and abstract (counted in the eight pages). Reference page is not counted in the eight pages and should have at least five references listed.

Research Paper Presentation (10) Points. This presentation should be a shared experience with the class on the subject of your paper. The presentation should be ten minutes long with an extensive overview of your paper content.

Unexcused or excessive absences and/or tardiness will result in a reduction in your course grade.

Late assignments will be penalized by five-point deduction per day. Some content specific papers have different late requirements.

Grades will be assessed as follows:

Mid-term Exam	100 Points
Presentation	100 Points
Leadership Interview	100 Points
Self-Care Worksheet	25 Points
Consultation Paper	100 Points
Audio Tape	100 Points
Research Paper	90 Points
Research Paper Presentation	10 Points
Total	625 Points

Scores will then be converted to letter grades using percentage of possible total points.

A = 94-100
B+= 87-93
B = 80-86
C+ = 73-79
C = 66-72
D = 59-65
F= 58 and Below

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.]

OTHER COURSE REQUIREMENTS

Electronic recording of any sort will not be permitted in any class without written permission.

The information expressed in this syllabus is not intended to and shall not be taken as binding on the specific day-to-day inclusion of the materials to be covered in the class. The dates, chapters, topics, tests, etc., are offered only as a general guideline of the subject matter that this class will or may cover.

Be respectful of others. Please keep cell phones turned off during class time. Ringing phones interfere with the learning environment.

All late assignments will receive a five point a day penalty.

Mississippi College and the School of Education have policies that apply to the conduct of all courses:

ATTENDANCE

Class attendance is an essential part of college education and students are expected to attend regularly and punctually. Individuals learn through active participation and involvement. There will be experiential components of this course. Cumulative absences will result in a lowered grade or loss of credit for the course.

The university policy will be followed concerning absences. A student will receive an F in a class immediately when absences, whether excused or unexcused [including university functions], exceed 25% of the class meetings (this is missing 4 class periods). Tardiness will not be excused. If a student is late to the class and is marked absent during roll call, that student will be considered absent for the class.

The last day to drop a course for the semester is listed in the current class bulletin.

Students cannot withdraw after that date with a W (passing) unless the three following criteria are met:

- Extenuating circumstances (clearly outside of student's control);
- Passing the course at the time of withdrawal; and
- Does not have excessive absences at the time of withdrawal.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Student and instructor experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus

Schedule of Activities

Assignments

Week 1	Chapter 1 Historical and Contextual Trends	CBT and Whole Brain Activities Bring a shoe box next week
Week 2	Chapter 2 Legal and Ethical Issues Introduction to a Child's World	Worry Box
Week 4	Chapter 3 Attachment, Trauma and Repair Chapter 4 The Counseling Process	Building Your Life and Three Brain Regions How your brain works video
Week 5	Chapter 5 Psychodynamics Theory Chapter 6 Humanistic Approaches	Draw a house, tree, and person Existential Themes
Week 6	Self-Care Leadership Styles and Theory Chapter 7 Cognitive Behavior Approaches	Self-Care Worksheet
Week 7	Collaboration School Consultation Chapter 8 Family and Organization Approaches	Leadership Interview
Week 8	Chapter 9 Constructivist Approaches Chapters 10, 11, 12 Counseling with Younger Children and Older Children	School Consultation Paper
Week 9	Chapters 13, 14, and 15 Young Adolescents, Older Adolescents, Emerging Adults	Take-Home Mid-Term Due
Week 10	Peer Interventions	
Week 11	Peer Presentations	Peer Presentations
Week 12	Peer Presentations	Peer Presentations
Week 13	Behavioral, Social, and Emotional Assessment of Children and Adolescents Examples of Behavioral Intervention Plans	
Week 14	Audio Tape Presentations	Audio Tapes and Case Conceptualization
Week 15	Thanksgiving	**Fall semester only
Week 16	Audio Tape Presentations	Audio Tapes and Case Conceptualization
Week 17	Research Paper Due and Presentations	Research Paper and Presentation

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.