

CHD 645—Spring 2013
Child and Adolescent Counseling

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Office Hours: M 4:00 p.m. – 6:00 p.m.; W 2:00 p.m. – 6:00 p.m.; R 4:30 p.m. – 6:00 p.m.; T by appointment

*Additional hours are available by appointment. *Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.*

Course Description: 3 semester hours. A study of individual and group counseling approaches with children and adolescents, including play therapy, activity counseling, and peer helping; developmental issues/problems (e.g. victims of abuse, ADD, substance abuse, eating disorders) affecting functioning of children and adolescents; and coordination, consultation, and referral practices. **Prerequisites:** CHD 602 and CHD 606.

Referenced Standards:

AL-SDE 290-3-3-.50 (3)(n)1.(iv) – Knowledge of early identification, remediation, and referral of children with developmental deficiencies.

CACREP. Standards for School Counseling Programs. C.2 – Counseling and Guidance

CACREP. Standards for School Counseling Programs. C.2.a – Individual and small group counseling approaches that promote school success, through academic, career, and personal/social development for all.

CACREP. Standards for School Counseling Programs. C.2.b – Individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development.

CACREP. Standards for School Counseling Programs. C.2.d – Issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide.)

CACREP. Standards for School Counseling Programs. C.2.g – Systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system.

CACREP. Standards for School Counseling Programs. C.2.h – Approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

Required Readings: Vernon, A. (2009). *Counseling children and adolescents*. (4th ed.). Denver: Love Publishing.

Articles and handouts as assigned in class.

Instructional Modalities: Lecture, discussion, higher order questioning, case studies, modeling, cooperative learning, experiential exercises.

Student Outcomes & Course Competencies

Course Objectives: Upon completion of this course, students shall demonstrate knowledge and understanding of the following:

1. Family relationships and interaction patterns; systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system (CACREP. SCH. C.2.g).
2. Early identification, remediation, and referral of children with developmental deficiencies (AL-SDE 290-3-3-.50 (3)(n)1.(iv))
3. Counseling and guidance; individual and small group counseling approaches that promote school success, through academic, career, and personal/social development for all; individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development (CACREP. SCH. C.2; CACREP. SCH. C.2.a); (CACREP. SCH. C.2.b).
4. Issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide); approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs (CACREP. SCH. C.2.d; CACREP. SCH. C.2.h).

Evaluation

Course Requirements	Outcomes and Competencies
Midterm examination – 20%	2, 3
Final examination – 20%	1, 2, 4
Literature Review – 20%	
Interview Report – 20%	
Intervention – 10%	3
Student attendance and participation – 10%	

Student performance of all course requirements will be evaluated according to the following descriptors:

Score = A (90 – 100); Descriptor = Exceptional; Explanation: The student demonstrates *exceptional* understanding and/or skill expected.

Score = B (80-89); Descriptor = Proficient; Explanation: The student demonstrates proficient understanding and/or skill expected.

Score = C (70-79); Descriptor = Basic; Explanation: The student demonstrates a basic level of understanding and/or skill expected.

Score = D (60-69) or F (below 60); Descriptor = Unacceptable; Explanation: The candidate does not demonstrate a minimal level of understanding and/or skill expected; unsatisfactory.

**Since counseling is an inexact science, part of the grade is a subjective, professional decision by the instructor.*

**Five points may be deducted from the total grade for each day an assignment is late.*

****You are expected to be present at all exams. It will be determined on a case-by-case basis if a make-up exam will be given. Documentation for the reason for the missed exam will be required, and the test will be taken in a timely manner, with the date and time set by the instructor.***

****Electronic devices are not allowed in the room during exams***

Please note:

For all course requirements, part of your grade will be a professional, subjective decision by the instructor.

Assignments submitted for this course shall not contain any portion of materials submitted in another course.

Five points may be deducted for each calendar day beyond the due date that late assignments are submitted.

Description of Course Requirements:

1. Attendance: Students are expected to attend class regularly and to inform the instructor when they will be unable to attend. Students are expected to discuss and apply reading materials assigned for each class as well as to complete other assignments.

2. Exams: There will be 2 examinations—a midterm exam and a final exam. Each exam will be worth 20% of the final grade.

3. Literature Review: Students are required to submit 5 summaries of articles related to counseling children and/or adolescents from professional journals. Students are not to select articles they have used in other courses. Summaries should adhere to APA style. Each summary should be 1-2 pp. in length, double spaced. In addition, students should include a 1 p. introduction to the project and a 1 p. conclusion of the project. A cover page should also be included, and a bibliography/reference page should be included at the end of the project. Students should provide a copy of the bibliography/reference page for each class member, as well as one for the instructor to keep. Copies of the articles should be turned in with the project. The total project is worth 20% of the final grade.

4. Interview Report: Students are required to interview a professional community resource who works with children. Students will choose a job description from a list provided by the instructor. Students must have instructor's approval of the choice. This interview will form the basis of a formal paper describing the role of the professional. A minimum of 5 sources (one of which is the interviewee) is required. Students should adhere to APA style. The paper should be 5 – 7 pages in length, double spaced. In addition, the students will present their findings to the class in an informal presentation of approximately 10 min. with the last 5 minutes giving opportunity for questions from the class. The paper and presentation are worth a total of 20% of the final grade.

5. Intervention: Students are to prepare 1 intervention suitable for working with children and/or adolescents and demonstrate to the class. Class members will act as

child/adolescent “clients.” Examples of interventions include art, children’s literature and activities, music, games, or other interventions suitable for use with children and/or adolescents. The intervention activity is worth 10% of the final grade.

6. Participation: Class participation is expected of all students. Class attendance and participation will count for 10% of the final grade.

Attendance

UNA’s attendance policy states “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33)

All faculty in the Counselor Education department have adopted the following policy: If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

Academic Honesty

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and

seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Accommodation Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Emergency Procedures

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

- Assist persons with physical disabilities, if needed.
- Do not use the elevators.

- Time permitting, close all doors and windows.
- Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

Electronic Devices

Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission of the instructor must be obtained prior to class in these situations.

Assignments submitted for this course shall not contain any portion of materials submitted in another course.

Five points may be deducted for each day beyond the due date that late assignments are submitted.

Course content & tentative class schedule:

<u>Date</u>	<u>Topic</u>
1/10	Introduction & Orientation
1/17	Ch. 1: Working with Children, Adolescents, and Their Parents Developmental Levels and Characteristics Counseling Applications Transitions
1/24	Ch. 2: The Individual Counseling Process Guidelines Resistance Parts of the Process Student Demonstration of Intervention: _____
1/31	Ch. 3: Using Innovative Techniques for Counseling Children and Adolescents Art, bibliotherapy, guided imagery, games, activity books and worksheets, music, puppets, role-plays, storytelling, metaphors, writing, multicultural techniques, interventions for specific problems, career exploration Student Demonstration of Intervention: _____
2/7	Ch. 4: Play Therapy Clients Goals Preparation Skills Theoretical Approaches Student Demonstration of Intervention: _____

- 2/14 Ch. 5 and 6: Brief Counseling and REBT with Children and Adolescents
 Characteristics of Brief Counseling
 Characteristics of Rational-Emotive Behavior Therapy
 Applications
Student Demonstration of Intervention:_____
- 2/21 Ch. 7: Counseling with Exceptional Children
 Overview and History of Special Education
 Students with Disabilities
 Planning for Transitions
 Gifted Children and Adolescents
Student Demonstration of Intervention:_____
- 2/28 Ch.10: Counseling At-Risk Children and Adolescents*
 Guest Speaker—Barbara Valente’
 *Note that this information will be on the final (*not midterm*) exam
- 3/7 Ch. 8: Counseling Culturally and Ethnically Diverse Youth
 A Global Initiative in Counseling
 Developing Self-Awareness & Social Advocacy
 Multiethnic Groups
 The Counselor’s Office as a Welcoming Environment
 Review for Midterm Exam
Student Demonstration of Intervention:_____
- 3/14 **MIDTERM EXAMINATION**
- 3/21 Ch. 9: Counseling Children and Adolescents with Special Needs
ARTICLE SUMMARIES PROJECT DUE
- 3/28 **SPRING HOLIDAYS**
- 4/4 Ch.11: Small Group Counseling
 Definition
 Goals
 Stages
 Counselor’s Role
 Types of Groups
 Ethical Considerations and Logistics
Student Demonstration of Intervention:_____

- 4/11 Ch.12: Designing a Developmental Curriculum
Models
Counseling All Students in the Classroom
Transitions
Counselor's Role as Educator
Model and Framework
Designing and Conducting Lessons
Student Demonstration of Intervention:_____
- 4/18 Ch.13 and 14: Working with Parents and Families
Family Relationships and Interaction Patterns
Cultural Contexts
Strategies
Student Demonstration of Intervention:_____
- 4/25 **STUDENT PRESENTATIONS**
INTERVIEW PROJECT (PAPER) DUE
Review for Final Exam
- 5/2 **FINAL EXAM**

**This schedule should be considered a tentative outline for the course and subject to change.*

Referenced Standards, College of Education Conceptual Framework:

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The College of Education’s Conceptual Framework, which system, establishes a shared vision in preparing educators; direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection.

The UNA College of Education prepares “Knowledgeable Practicing Professionals” who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners through collaboration, teamwork and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable, practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn. **Revised November 2007**

Signature:

I have received a copy of the syllabus for CHD 645. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name (please print): _____

Signature: _____

Date: _____

Signature:

I have received a copy of the syllabus for CHD 645. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

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