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***TENTATIVE*** Course Syllabus

Department of Counselor Education

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| **Official Course Description** |

**COUN 514 Counseling Children and Adolescents:** Study of age appropriate theories and

Techniques. Prereq: COUN 500.

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| **Instructor and Course Information** |

Instructor: Katherine M. Hermann, Ph.D.

Office: 270 Picard Building

Phone: 337-482-6595 (office)

361-331-5170 (cell)

E-mail: [hermann@louisiana.edu](mailto:khermann@olemiss.edu)

## Office Hours: By appointment

Meeting Time and Place:

Hybrid Schedule – In class: Monday & Wednesday 2 – 4:45 PM

Location TBA

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| **Purpose of the Course** |

This course will cover salient considerations for counseling children and adolescence. Specific emphasis will be placed on understanding the effects of the multiple factors (i.e., divorce, abuse, disability, diagnosable disorders, heath, cultural diversity, etc.) that affect a child and adolescent clinical population. In addition age appropriate DSM diagnosis, suicide assessment, and other developmental will be explored. The application of counseling and play therapy theories will be addressed. Various activities, in-class role-plays, and guidance will be incorporated throughout this course. Further, students will be given the opportunity to observe and discuss various aspect of child and adolescent behavior as they are applied to practice.

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| **Text(s) and/or Resources** |

**Required:**

Vernon, A. (2009). *Counseling children & adolescents* (4th ed.) Denver, CO: Love Publishing Company.

**Strongly Recommended:**

# Vernon, A. (2002). What works when with children and adolescents: A handbook of individual counseling techniques. Champaign, IL: Research Press.

**Recommended:**

# Vernon, A. (2009). More what works when with children and adolescents: A handbook of individual counseling techniques. Champaign, IL: Research Press.

Kearney, C. A. (2012). *Casebook in child behavior disorders*. (5th ed.). Stamford, CT: Cengage Learning.

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| **Course Objectives (CACREP Standards Addressed in This Class)** |

*Note:* **M** *=* *major theme*; **m** *=* *minor theme*

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| **Professional Identity** | | |
| **Standard/Objective** | **M/m** | **Assessment/Assignment/Reading** |
| **G.2**  a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally | **m** | Vernon text: Chapter 8, class lecture, class discussion, quiz, midterm, integrated treatment plan |
| e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body | **m** | Vernon text: Chapter 8, class lecture, class discussion, quiz, midterm, integrated treatment plan |
| **G.3**  a. theories of individual and family development and transitions across the life span (m). | **m** | Vernon text: Chapter 1, class lecture, class discussion, quiz, midterm, integrated treatment plan |
| **G.5**  g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies | **m** | Vernon text: Chapter 10, class lecture, class discussion, quiz, midterm, integrated treatment plan |

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| **School Counseling** | | |
| **Standard/Objective** | **M/m** | **Assessment/Assignment/Reading** |
| **A. Knowledge**  6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development | **m** | Vernon text: Chapter 8, Vernon text: Chapter 9, Vernon text: Chapter 10, class lecture, class discussion, supplemental reading assignments, guest speaker, quiz, midterm, integrated treatment plan |
| **D. Skills/Practices**  4. Demonstrates the ability to use procedures for assessing and managing suicide risk | **m** | Vernon text: Chapter 10, class lecture, class discussion, quiz, midterm, integrated treatment plan |
| **G. Knowledge**  1. Understands 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 | **m** | Vernon text: Chapter 8, class lecture, class discussion, guest speaker, quiz, midterm, integrated treatment plan |
| 2. Knows 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 | **m** | Vernon text: Chapter 9, class lecture, class discussion, quiz, midterm, integrated treatment plan |
| **Mental Health** | | |
| **Standard/Objective** | **M/m** | **Assessment/Assignment/Reading** |
| **G. Knowledge**  1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans | **m** | Vernon text: Chapter 1, Vernon text: Chapter 2, class lecture, class discussion, quiz, midterm, integrated treatment plan |
| **L. Skills/Practices**  1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments | **m** | Vernon text: Chapter 8, Vernon text: Chapter 9, supplemental reading, class lecture, class discussion, quiz, midterm, integrated treatment plan |
| 2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals | **m** | Vernon text: Chapter 8, supplemental reading, class lecture, class discussion, quiz, midterm, integrated treatment plan |
| 3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events | **m** | Vernon text: Chapter 7, Vernon Text: Chapter 8, Vernon text: Chapter 9, supplemental reading, class lecture, class discussion, quiz, midterm, integrated treatment plan |

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| **Evaluation Procedures** |

**Course Requirements**

**ONLINE ACTIVITIES**

During each online class, students are required to (1) complete a reading assignment, (2) review PowerPoint lectures, (3) complete an online quiz, (4) write and respond on topic’s discussion board, and (5) review other materials as posted for that course session. Students are encouraged to work materials as assigned, as working ahead may limit ability to engage in in-class discussions.

**Reading Assignments**

Candidates are expected to complete all reading assignments per the Course Calendar.

**Quizzes**

Students will complete a quiz over each chapter. Quizzes will be administered online, through the course website. Students are not permitted to use class notes, the course textbook, or the Internet as a resource, and will be bound by the university’s Honor Code. In addition, students may not discuss quiz content with their classmates until after the final deadline for quiz submission. Students have TWO attempts to complete the quiz. The lowestquiz grade will be dropped at the end of the course.

**Discussion Forum**

During each online class, students are required to post three questions or comments on

each assigned chapter on the discussion forum (link on Moodle). Comments must reflect original thought, analysis, assimilation, and application of course content and can be in bulleted format or short phrases. The original post is due by 10 AM on the day of the next class meeting.

Special Topic Presentation

Students will complete a 45-minute presentation over a special topic (see Appendix A) selected the first class meeting. This presentation should be grounded in recent research. Students are required to include at least six resources, four of which must be from peer reviewed sources; all sources should be current (2000 – present; last five years is optimal).

How you present the material is entirely up to you. For example, you may show videotape, engage the class in a group activity, conduct a role-play, etc. An outline of suggested sections is available in Appendix C; it is not necessary to cover all of these sections, but these topics may help to guide your research. The most important considerations include: (a) effectively engaging the audience (please do not read directly from a presentation or notecards), (b) adequately introducing how the topic affects children and adolescents (primary, middle, and high school; i.e., what is it like to be an elementary [middle, and high] school student with a learning disability), (c) effectively addressing the most significant counseling interventions, (d) presenting current information, and (e) adhering to the 45-minute timeframe. Please provide a handout for your classmates, and be prepared to answer questions. Students will be evaluated based on the rubric in Appendix B.

**Midterm Exam**

Candidates will complete a midterm exam, which will cover the material covered during the first half of the course. This exam will be administered online. Students will not be able to use any external resources (textbook, notes, internet) when completing this exam. There are no make-up exams or exceptions to this policy.

**Integrated Treatment Plan**

Students will be given a case study and asked to complete a standardized treatment plan, format will be dictated by the assignment. All responses must be justified. A card copy of the treatment plan in due Dr. Hermann no latter then Thursday, June 30, 2016.

###### **Assessment Procedure**

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| **Assignment** | **Weight** |
| Chapter Quizzes | 20% |
| Special Topic Presentation | 25% |
| Discussion Forum | 10% |
| Mid-Term Exam | 20% |
| Final Integrated Treatment Plan | 25% |
| Total | 100% |

All course requirements will be used to determine candidate’s achievement in the course. All required assignments will be given a specific grade. Final course grades will be assigned as follows

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| A | = | 92 - 100 |
| B | = | 80 – 91.9 |
| C | = | 70 – 79.9 |
| D | = | 60 – 69.9 |
| F | = | Below 60 |

\*\*\*grades will not be rounded up

**Late Assignments**

**All assignments should be completed on or before the announced due date.** Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive an zero on the assignment.

**Assignment Format**

All assignments should be typed and adhere to APA guidelines (*APA Publication Manual*, 6th ed.) including formatting (double-spaced, 12-point Times New Roman font), title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

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| **Instructional Strategies** |

Instruction will consist of online course activities, lecture, small group discussions, class presentations, demonstrations, guest speakers, online activities, and videos/films.

Technology Policy:Because of the personal, interactive nature of the counseling profession and this course, students are asked to refrain from using technology (cell phones, laptops, iPads, etc.) during the class meetings. Phones should turned off or set on “silent” prior to class, and laptop computers should be shutdown during class lectures, discussions, or experiential groups.

Writing Resources: Students in need of resources to improved or assist in writing are encouraged to contact the University of Louisiana at Lafayette’s Writing Center. This Center is designed to provide students with assistance and feedback on their writing. The goal is to help students become better independent writers, so while the writing specialists do not "proofread" or "correct" errors, they offer one-on-one meetings designed to improve writing skills. Tutors can help students brainstorm ideas, talk about research, explore resources, and answer grammar questions. The writing center is located in H.L. Griffin Hall rooms 107 and 108 and is open Mon – Thur 9 A.M. – 4 P.M. and Friday 9 A.M – noon.

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| **Academic Integrity and Attendance Policy** |

Students are expected to conduct themselves with the honor and integrity befitting a graduate student preparing to serve as a counselor. Learning through participation makes class attendance critical; therefore, attendance, on-time arrival, preparation, and participation in scheduled classes are course requirements. Should a Candidate miss more than one (1) classes, their final grade will be reduced a letter grade. Arriving late or leaving early is a disruption to the entire class; therefore, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late.

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| **Flexibility Statement** |

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students’ experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. **I am happy to meet with you and discuss ways you can be more successful**.

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| **Accommodating Students with Special Learning Needs** |

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires The University of Louisiana at Lafayette to provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (482-5252; http://disability.louisiana.edu/) Contact will be made by that office through the candidate to the instructor of this class at which time reasonable accommodations will be arranged.

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| **Emergency Evacuation Procedures** |

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

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| **Assignment Calendar for COUN 514** |

\*\*\*See Assignment Calendar posted on Moodle

Appendix A: Student Presentation Topics

1. Education/Academic Concerns

* Grades
* Learning disabilities
* School drop-out

2. Preparing for the Future

* Post-secondary education
* Setting goal
* First generation college aspirations

3. Mental Health

* Eating disorders
* Depression
* Anxiety
* Suicide

4. Physical Disabilities

* Early diagnosis
* Late onset

5. Social Relationships

* Peer groups
* Gangs
* Bulling
* In-group/out-group
* Athletics

6. Divorce

* Separation & divorce
* Process & impact
* Blended families
* Family (parents & sibling) Relationships

7. Grief/Loss

* Loss of friend or relative
* Chronic sorrow
* Incarceration

8. Crisis Experiences

* Crisis in the home
* Crisis in the community
* Personal experience
* Close relative/friend experiences

9. Substance Abuse

* Drugs
* Alcohol
* Family members who abuse substance
* Peer pressure

10. Physical Abuse

* Identifying abuse
* Recovering from abuse
* Emotional abuse

11. Sexual Abuse

* Identifying abuse
* Recovering from abuse
* In-home (friend, relative, etc.) abuser
* Chronic/prolonged abuse

12. Relationships/Dating

* Sex vs. abstinence
* Pregnancy
* Risky behaviors
* Sexual orientation

13. Social Media

* Communication
* Cell phones
* Constant connection

\*\*\*Topic descriptions are suggestions/recommendations – feel free to elaborate, expand, of focus according to what you feel will be most beneficial to your classmates and your development and work as a counselor.

Appendix B: Special Topic Presentation Rubric

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| Content Area | Possible Points | Points Earned |
| **Clarity of Presentation** | 15 |  |
| * Prepared for presentation * Presented information in well-organized logical manner * Engaged audience * Length of presentation/time management |
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| **Completeness of Presentation** | 30 |  |
| * Fully explored topic * Provides background/history on topic * Describes affects of topic on children across developmental stages |
|  | | |
| **Counseling Interventions** | 25 |  |
| * Provides techniques/interventions that can be used to address topic * Relevant – connected to current clinical needs * Offered suggestions for implementing technique into clinical work * Provides depth of information necessary to implement with a client |
|  | | |
| **Response to Questions** | 10 |  |
| * Ability to respond to questions * Completeness of answers * Preparation for questions |
|  | | |
| **Handout** | 10 |  |
| * Develops a useful resource for counseling * Clearly describes how to address topic in counseling * Incorporated instructional techniques * APA, grammar, editing, etc. |
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| **Referenced material** | 10 |  |
| * Quality of sources * Integration of referenced material into presentation * Current: up-to-date research * Proper citation of sources during presentation * APA, grammar, editing, etc. |
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| **TOTAL** | **100** |  |

Appendix B: Special Topic Presentation Outline

1. Overview

Thorough overview of the topic: background, definitions, current statistics, etc.

1. Special Considerations

Special considerations when working with these populations (primary, middle, and high school age children/youth). Socio-cultural considerations, risk factors, red flags, etc.).

1. Effective Interventions

Counseling interventions that have been researched and proven to be effective in addressing selected topic. What does literature in the last 5 years say is effective?

(Use recent professional counseling and psychology journal articles for your summary of interventions).

1. Working with Parents, Teachers, Clinicians and Other Helping Professionals

Issues and interventions related to working with parents, teachers, clinicians, other helping professionals.

1. Ethical and Legal Issues

Discuss relevant ethical and legal issues.

(Remember: in counseling there are *always* ethical issues that are tapped into, especially with minor clients).

COUN 514: Course Schedule

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| **Date** | **Topic** | **Activity** |
| **Class 1**  6/6/15 - M |  | Introductions  Syllabus Review  Course Overview |
| **Class 2**  6/7/15 - Tu  Online | Working with Children and Adolescence  The Individual Counseling Process | Reading Assignments   * Counseling Children & Adolescents (C & A): Chap. 1 * C & A: Chap. 2 * Art Break (optional)   Review PowerPoints   * Lecture: What Does Individual Therapy with Children Look Like?   Complete Quizzes   * Quiz #1 - Chap. 1 * Quiz #2 - Chap. 2   Post to Discussion Forum   * Three questions or comments over each chapter |
| **Class 3**  6/8/15 - W | Suicide Assessment | Discussion  Suicide Assessment   * Presentation * Discussion * Role Play |
| **Class 4**  6/9/15 – Th  Online | Diagnosis | Reading Assignments   * Selecting Effective Treatments: Chap. 2 (posted on Moodle) * DSM-5 Tip Sheets (posted on Moodle) * Optional readings (posted on Moodle)   Review PowerPoint   * Lecture: DSM Diagnosis with Children and Adolescents   Complete Quiz   * Quiz #3 – Case Study Diagnosis   Post to Discussion Forum   * Three questions or comments over each chapter |
| **Week Two** | | |
| **Class 5**  6/13/15 - M | Diagnosis Discussions | Turn in Quiz #3 – Case Study Diagnosis  Diagnosis Discussion  Guest Speaker: Julie Galloway  Case Study Exercises |
| **Class 6**  6/14/15 - Tu  Online | Play Therapy  &  Exceptional Children | Reading Assignments   * C & A: Chap. 4 * Play Therapy Video Review * C & A: Chap. 7   Review PowerPoint   * Lecture: There’s a Time for Work and There’s a Time for Play * Lecture: Accentuating Positives   Complete Quizzes   * Quiz #4 – Chap. 4 * Quiz #5 – Chap. 7   Post to Discussion Board   * Three questions or comments over each chapter |
| **Class 7**  6/15/15 - W | Gifted Individuals | Student Presentation 1: Education/Academic Concerns  Student Presentation 2: Preparing for the Future  Lecture: Gifted Individuals -   * From Underachievement to Suicide: How Children Cope with Being Gifted * [Gifted Children and Self-Injury](https://moodle2.louisiana.edu/mod/resource/view.php?id=439795)   Discussion & Activity |
| **Class 8**  6/16/15 - Th  Online | Diversity & Multicultural Considerations | **Midterm Exam Online – Due Saturday (6/18)** (exam does not include Chap. 8)  Reading Assignments   * C & A: Chap. 8 * Assessing the Multicultural Competence of School Counselors: A Checklist (optional)   Review PowerPoint   * Lecture: What Do You Need to Know to be a Multicultural Counselor?   Complete Quiz   * Quiz # 6 – Chap. 8   Online Assessment   * Complete online acculturation assessment   Post to Discussion Forum   * Three questions or comments over each chapter |
| **Week Three** | | |
| **Class 9**  6/20/15 - M | Diversity & Multicultural Discussions | Student Presentation 3: Mental Health  Student Presentation 4: Physical Disabilities  Student Presentation 5: Social Relationships  Discussion & Activity |
| **Class 10**  6/21/15 - Tu  Online | Children with Special Needs  & At-Risk Children | Reading Assignments   * C & A: Chap. 9 * C & A: Chap. 10   Review PowerPoint   * Lecture: So Many Individuals! * Lecture: Prevention & Intervention – How Do We Know When?   Complete Quizzes   * Quiz #7 – Chap. 9 * Quiz #8 – Chap. 10   Post to Discussion Board   * Three questions or comments over each chapter |
| **Class 11**  6/22/15 - W | Children with Special Needs Discussion | Student Presentation 6: Divorce  Student Presentation 7: Grief & Loss  Student Presentation 8: Crisis Experiences  Discussion & Activity |
| **Class 12**  6/23/15 - Th  Online | Applying Theory | Reading Assignments   * C & A: Chap. 5 * C & A: Chap. 6   Review PowerPoint   * Lecture: Counseling Techniques: REBT * Lecture: Counseling Techniques: Brief Counseling & REBT   Complete Quizzes   * Quiz #9 - Chap. 5 * Quiz #10 - Chap. 6   Post to Discussion Forum   * Three questions or comments over each chapter |
| **Week Four** | | |
| **Class 13**  6/27/15 - M | Applying Theory Discussion | Student Presentation 9: Substance Abuse  Student Presentation 10: Physical Abuse  Student Presentation 11: Sexual Abuse  Discussion & Activity |
| **Class 14**  6/28/15 - Tu  Online | Group Counseling  &  Working with Parents | Reading Assignments   * C & A: Chap. 11 * C & A: Chap. 13   Review PowerPoints   * Lecture: All These Kids In One Room? * Lecture: Where Did These Kids Come From?   Complete Quizzes   * Quiz #11 - Chap. 11 * Quiz #12 - Chap. 13   Post to Discussion Forum   * Three questions or comments over each chapter |
| **Class 15**  6/29/15 - W | Working with Parents Discussion | Student Presentation 12: Relationships/Dating  Student Presentation 13: Social Media  Guest Speaker: Spanking and Hitting  Discussion & Activity |
| **Class 16**  6/30/14 - Th | **Final Integrated Treatment Plan** | |