

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy**

**SCHC 7420
Counseling Children and Adolescents
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished
Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

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

McClure, F., & Teyber, E. (2003). *Casebook in child and adolescent treatment: Cultural and familial contexts*. Pacific Grove, CA: Brooks/Cole.

COURSE DESCRIPTION

Prerequisite: SCHC 7400 or equivalent. Theories, methods and techniques of counseling and psychotherapy with children. Emphasis placed on a multidimensional view of interventions with children, giving attention to developmental, cognitive, behavioral, affective, organic, educational, social, and environmental issues.

COURSE OBJECTIVES

M.ED SCHOOL COUNSELING OUTCOMES –Knowledge and Skills:

Students will understand:

CACREP Core Standards

- 3. d. theories and etiology of addictions and addictive behaviors
- 7. d. procedures for identifying trauma and abuse and for reporting abuse
- 7. l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- 8.b. identification of evidence-based counseling practices

Specialty Standards

- 2. g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- 2. h. common medications that affect learning, behavior, and mood in children and adolescents
- 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
- 3. h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

Key Performance - Evidence-based Counseling Practices Presentation

CONTENT AREAS

- A. Working with Children, Adolescents, and their Parents
- B. The Individual Counseling Process
- C. Expressive Techniques and Play Therapy with Children and Adolescents
- D. Brief Counseling and REBT with Children and Adolescents
- E. Counseling Exceptional Children
- F. Counseling Children from Diverse Backgrounds
- G. Counseling Children and Adolescents with Special Needs
- H. Counseling At-risk Children and Adolescents
- I. Small-group Counseling
- J. Designing Developmental Counseling Curriculum
- K. Family Counseling in School

METHODS OF INSTRUCTION

- A. Case Studies

- B. Group Activities and Presentations
- C. Videos
- D. Lecture
- E. Guest Speakers
- F. Reflection Papers

ASSINGMENTS/REQUIREMENTS

PowerPoint Presentation on Substance Abuse in Children and Adolescents

Students will create a PowerPoint presentation that might be used at a teacher workshop that provides an overview of the signs and symptoms of substance abuse in children and adolescents and the signs and symptoms of living in a home where substance abuse occurs. The PowerPoint must include APA citations and a reference list for the information used. Your presentation should take about thirty minutes and will be presented in small groups. You will present to each other and critique one another on presentations. Additional information about this assignment can be found at the end of the syllabus. Assessed with the presentation rubric.

Paper 1, Reflecting on Myself as a Child and Adolescent. This assignment (length 3-4 pages max.) is a reflection and writing expression about your childhood and adolescence, apx. ages 3 to 17. Additional information about this assignment can be found at the end of the syllabus.

Paper 2, Developing the Counseling Relationship with a Child or Adolescent. This assignment (3-4 pages max.) is a reflection on an important role model from your childhood and on what that relationship taught you that you can use as a counselor. Additional information about this assignment can be found at the end of the syllabus.

Quizzes: Chapter readings are assigned each week. These readings are crucial to your understanding of child and adolescent counseling. Students are expected to read prior to class and be prepared to discuss the content in class. Additional assignments may be given on a week-to-week basis to enhance understanding of course content and course topics. These readings will be posted on Blazeview. Quizzes will be given to help you assess your knowledge of the reading.

Exam I and II: Essay questions on topics covered in class through lecture and readings. Details to follow. Assessed with the paper rubric.

Evidence-based Counseling Practice Presentation: Students will present a poster to simulate a poster presentation at a professional conference. The topic for the presentation is *Focused Intervention: An Evidence-based Counseling Practice for Use with Children and Adolescents*. Details about this assignment can be found further in the syllabus. Assessed with the presentation rubric.

Online Assignments - Discussion Board and Blackboard Collaborate Discussions: Students will be assigned to small groups for online discussions, some via the discussion board and some through Blackboard Collaborate. **Details for each assignment and due dates for each can be found on the assignment sheets on Blazeview.** The course schedule also indicates when

students have online assignments. The discussion board/Blackboard Collaborate rubric is used to assess contributions to the online discussions (no *written* criteria for the Blackboard Collaborate discussions). Please know that students will be asked to evaluate the contributions of fellow **group member participation** at the end of the semester. Your professor will use this feedback to determine professionalism grades. The feedback is kept confidential.

Individual Class Participation: Each member of the class has important thoughts and insight on all topics. Being prepared for and a part of the discussion are crucial in graduate school. There will be ample opportunities to participate in activities as we learn to understand children and adolescents in counseling as well. Be open and ready to enjoy these activities as a child or adolescent would. Additionally, remember the importance of professionalism, teamwork (group work for our class), dependability, attendance, and punctuality in this and in every one of your courses. Productivity and reliability as a team member are a must.

You will rate yourself and will be expected to write about specific examples of your class participation/professionalism for the course. The distribution is as follows: **5 points** = *exceptionally* spirited class participation *every* class meeting, above and beyond teamwork, consistent attendance and punctuality **4 points** = spirited class participation each class meeting, above and beyond teamwork, one late arrival. **3 points** = average class participation each class meeting, one late arrival, average group work. **2 points** = less than average class participation with an absence **1 point** = little class participation in multiple class meetings, average performance in teamwork, an absence.

COURSE EVALUATION

Paper 1	5
Paper 2	5
Substance Abuse PowerPoint	10
Quizzes (5)	15
Exam I	15
Exam II	15
Evidence-based Practice Presentation	10
Professionalism	5
Online Assignments (5)	20
TOTAL	100

Grades based on 90-100 scale = A; 80-89 = B; 70-79 = C; below 60 = F.

ATTENDANCE POLICY

Valdosta State University policy requires class attendance. A student who misses more than 20% (three classes) of the scheduled classes of a course will be subject to receiving a failing grade in the course. I expect that you will attend and arrive on time for every class. Any missed class must be discussed with me personally and work missed can only be made up with medical documentation.

PROFESSIONALISM

Students will act in a professional manner. This means that you will turn papers in on time, communicate in a timely manner, participate in classes, and be respectful to those you are working with. When involved in online activities, students will conduct themselves in a respectful manner using appropriate netiquette. Professionalism also includes providing thought-provoking questions and unique responses to the discussion posts. See the details discussed in class participation as these regard professionalism as well.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Title IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP)

and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

M.Ed. School Counseling

Specialty Standard Outcomes	Standard Met Through
CACREP 2. g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Reading, Lecture, Case Conceptualizations
CACREP 2. h. Common medications that affect learning, behavior, and mood in children and adolescents	Reading, Lecture, Guest Speaker, Chart of Common Medications
CACREP 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	Reading, Lecture, Substance-Abuse PowerPoint
CACREP 3. h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Readings, Lecture, Exam II
Core Standard Outcomes	
CACREP 3. d. Theories and etiology of addictions and addictive behaviors	Addressed in readings, lecture, class discussion
CACREP 7. d. Procedures for identifying trauma and abuse and for reporting abuse	Addressed in readings, lecture, guest speaker presentation, and class discussion
CACREP 7. i. Use of assessment results to diagnose developmental, behavioral, and mental disorders	Addressed in readings, lecture, case studies, and online group discussion
CACREP 8.b. identification of evidence-based counseling practices Key Performance Indicator	Addressed in readings, lecture, presentation on evidence-based counseling practice

ASSIGNMENTS

PowerPoint Presentation on Substance Abuse in Children and Adolescents

Students will create a PowerPoint presentation that might be used at a faculty or parent training that provides an overview of the signs and symptoms of substance abuse in children and adolescents and the signs and symptoms of living in a home where substance abuse occurs. The PowerPoint must include APA citations and a reference list for the information used. Your presentation should take about thirty minutes and will be presented in small groups of four students. You will present to each other and critique one another on your presentations. This assignment is assessed with the presentation rubric.

Paper 1, Reflecting on Myself as a Child and Adolescent

You are to write a paper (3-4 pages max.) in which you present your awareness, reflections, explorations, analysis, and current understandings of your own childhood and adolescence. You are encouraged to be creative in including specific, anecdotal events and details of your life as a child and adolescent. You will discuss this assignment with the class (not read the paper to us though :) in an informal discussion for no more than 5 minutes. In your discussion, you may incorporate selections from such things as your childhood/family photos, early drawings, poetry, report cards, artwork from elementary school, meaningful music, awards and any other medium that might help you reflect on and then discuss with us the meaningful pieces of your childhood and adolescence.

This paper should follow APA style.

Paper 2, Developing the Counseling Relationship

In this paper (length 3-4 pages max.), you will do the following:

1. Think back prior to the age of 10 and try to remember a significant adult in your life whom you believe had a positive influence on your development.
 - What do you remember most about the person and/or about your relationship with him or her? Describe as many things as you can remember.
 - Can you think of any characteristics of that person or elements of that relationship that may still be with you today? Explain.
 - Why is such a relationship important for you to consider as a future counselor of children and youth?
2. What are your greatest concerns/fears when anticipating your first counseling session with a young child? How do you plan to overcome these?

3. As this child's adult helper, how might you address the concerns of the child? Please be specific.
4. Plan to discuss your paper with the class for apx. 5 minutes.

The paper should follow APA style.

Evidenced-based Counseling Practices Presentation

Your proposal to a professional conference, The Children and Adolescent Counseling Conference, has been accepted for a poster session. Your poster will be presented with other graduate student posters in a session called *Focused Interventions: Evidence-based Counseling Practices for Use with Children and Adolescents*. This session is described in the conference brochure as featuring reports from the scholarship on evidenced-based counseling practices.

The presentation may be submitted on a poster board and may be print outs of Powerpoint slides for the purposes of our classroom mock conference poster session.

Your presentation should describe the practice, provide research for evidence of its success, explain the population for whom it is recommended, provide a step-by-step explanation for at least one example of the intervention or practice, conclude with questions or implications for further research on this practice. You may bring artifacts that illustrate your presentation if possible.

You should be able to present your topic to conference attendees as they walk through the session.

Be sure to include proper citations in your presentations and a slide of references indicating your sources, following APA. You will need a minimum of five scholarly sources. This assignment will be assessed with the presentation rubric.

RUBRICS

Abbreviated Assessment Rubric for Presentations

5 points for subject knowledge, 5 points distributed between other components

Components	<i>Target</i> (points)	<i>Acceptable</i> (points)	<i>Unacceptable</i> (points)
------------	---------------------------	-------------------------------	---------------------------------

Organization, 1	Information is presented a logical, interesting sequence	Information is in a logical sequence	Cannot understand presentation--no sequence of information
Rationale/Introduction, 1	Topic is clearly introduced with relevant data (when appropriate)	Rationale/introduction includes most of the required information	Rational/introduction lacks content and relevant data
Subject Knowledge, 5	Demonstrates full knowledge of the topic through by answering all class questions with explanations and elaborations and covers each point called for in assignment.	At ease with expected answers to questions but does not elaborate. Covers at least 75% of the points called for in the assignment.	Does not have a grasp of the information. Cannot answer questions about subject. Covers less than 50% of the points called for in the assignment.
Graphics, 1	Explain and reinforce screen text and presentation	Relate to text and presentation	Uses superfluous graphics or no graphics
APA Use, 1 See description below			
Oral Presentation Elocution, 1	Maintains eye contact and pronounces all terms precisely. All audience members can hear	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly

APA Use Rubric

	Target	Acceptable	Unacceptable
APA Style			
APA Format (Headings, double spaced, margins, etc) .25	The paper is formatted using APA format.	At least 80% of the paper is formatted using APA style.	The paper is not formatted using APA style.
SOURCES .25	The paper meets or exceeds the minimum number of required sources. Sources include both general background sources and sources from peer reviewed journals. All web sites utilized are authoritative.	At least 80% of the required number of sources is present. All web sites utilized are authoritative.	Less than 50% of the required sources are present in the paper. Not all web sites utilized are credible, and/or sources are not current.
CITATIONS .25	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Does not cite sources.
References .25	References are formatted using APA style	At least 80% of the references are formatted using APA style	Less than 50% of the references are formatted using APA style.

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml

Paper Rubric

	Target	Acceptable	Unacceptable
Paper Components			
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.

	remarks that show analysis and synthesis of ideas.	paper.	
TOPIC FOCUS	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
SPELLING & GRAMMAR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
APA Style			
APA Format (Headings, double spaced, margins, etc)	The paper is formatted using APA format.	At least 80% of the paper is formatted using APA style.	The paper is not formatted using APA style.
SOURCES	The paper meets or exceeds the minimum number of required sources. Sources include both general background sources and sources from peer reviewed journals. All web sites utilized are authoritative.	At least 80% of the required number of sources is present. All web sites utilized are authoritative.	Less than 50% of the required sources are present in the paper. Not all web sites utilized are credible, and/or sources are not current.
CITATIONS	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Does not cite sources.

References	References are formatted using APA style	At least 80% of the references are formatted using APA style	Less than 50% of the references are formatted using APA style.
-------------------	--	--	--

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml

Discussion Board and Blackboard Collaborate Rubric

Discussion Board

Blackboard Collaborate

Criteria	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
Relevance	Posting responds directly to the discussion question and includes pertinent, connected or applicable information	Posting responds directly to the discussion question	Posting does not respond directly to the discussion question
Use of Examples	Posting makes thoughtful references to previous or current session material and/ or relevant personal experiences	Posting includes at least one reference to session material and/ or relevant personal experiences	Posting does not include any references to session material or relevant personal experiences

Contribution to Learning Community	Posting offers critical analysis of a key theme or existing post(s) which deepens or extends the conversation	Posting engages with ideas from the session or the perspectives of fellow participants and makes a positive contribution to the conversation	Posting does not critically engage with key ideas from the session or the perspectives of fellow participants
Comprehension	It is evident from the posting that the participant understands the discussion question and the key ideas from the session material. In addition, the participant employs higher order thinking skills (analysis, synthesis, evaluation) when responding to the discussion question	It is evident from the posting that the participant understands the discussion question and the general ideas referenced in the session material	It is not evident from the posting that the participant understands either the discussion question or the ideas referenced in the session material
Written Quality	Posting has a coherent structure and the flow of the writing is easily understood. Posting is grammatically correct with no spelling errors	Posting has a coherent structure and the flow of the writing is easily understood. Posting has only one or two grammatical or spelling errors	Posting does not have a coherent structure and the flow of the writing is hard to follow. Posting has multiple grammatical or spelling errors
Timeliness	Two or more postings are made on at least two different days; at least one posting is made early enough in the discussion period to allow time for others to read and respond	Two or more postings are made on only one day; at least one posting is made early enough in the discussion period to allow time for others to read and respond	Two or more postings are made on only one day; postings are late in the discussion period and may not allow time for others to read and respond
Tone	Posting has a positive, supportive and professional tone	Posting has elements of a positive, supportive or professional tone	Posting is negative or flat in tone

Ideas for strengthening the discussion

1. When introducing a new thought/concept/introduction, be sure to start by adding a new thread.
2. The subject line is important. When starting a new thread, make sure to create a subject line that both clues in the reader and catches the eye of your audience.

3. When replying to a note, leave the "re:" portion of the subject line, but feel free to edit the subject line to express how you are extending the conversation. This way everyone can get a quick glance at the direction of the conversation within a thread without actually opening each posting.
4. Make a habit of replying to more people than required in the assignments. As experienced online learners know, the goal is to advance the knowledge of the group and this comes from active conversation.
5. Post your initial ideas early in the session and come back frequently to read and respond to colleagues' ideas.

This work was developed by the EdTech Leaders Online program at Education Development Center, Inc. (EDC). For more information, please contact us at <http://edtechleaders.org>. This work is licensed under a [Creative Commons Attribution 3.0 Unported License](#).

ADDITIONAL INFORMATION

Additional information regarding communication:

My cell is the best place to get me if you have a **true emergency**. General questions need to go through email though.

Email Address: The best way to reach me is through email.

I make every attempt to return emails and phone calls within 24 hours unless it's over the weekend which may take until Monday. If you email me on a Saturday or Sunday about an assignment that is due on the following Monday, you may not hear back from me until that Monday, the day the assignment is due. Please plan accordingly.

Submission of assignments: All assignments must be turned in to the appropriate dropbox on BlazeView.

Students are expected to turn all work in on the due date assigned. I expect that assignments will be turned in on time. Any circumstance leading to a late submission must be discussed with me personally before the due date – **not after as no assignment will be accepted late if it is not discussed with me before it is due**. Only serious circumstances such as illness or injury documented with a doctor's note will be considered. Late work will receive significant point deductions. Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the

original and will not entitle other students to the same alternatives since they may not have experienced the same situation.

School Counseling students will submit their Key Performance Indicators to Live Text.