**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7240 (001, 002, D01)

**Course Title:** Counseling Children and Adolescents

**Credit Hours:** 3 Semester hours (Lecture 3)

**Prerequisites:** None

**Course Instructor:**  Dr. Hillary Ellerman

**Semester/Year:** Fall Semester 2021

**2. Date Syllabus Prepared:**

March 2014; May 2014; December 2014; December 2015; April 2016; Summer 2017; August 2020

**3. Text**(s):

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

**Required Articles:**

Bass, K.E., Warren, J.M., Horton E., (2015). Trauma and treatment in early childhood: A review of the historical and emerging literature for counselors. *The Professional Counselor*, 5(2), 225-237.

Bainum, C.R., Schneider, M.F., & Stone, M.H. (2006). An adlerian model for sandtray

therapy. *Journal of Individual Psychology,* 62, 36-36.

Liu, William, M, & Daniel, C.L. (2002). Multicultural counseling Competencies: Guidelines in working with children and adolescents. Journal of Mental Health Counseling, 24(2), 177-187.

Patel, S. H., & Choate, L.H. (2014). Conducting child custody evaluations: Best practices

for mental health counselors who are court appointed as child custody evaluators. *Journal*

*of Mental Health Counseling,* 36, 18-30.

**Supplemental Texts:**

DeLucia-Waack, J.L. (2006). *Leading psychoeducational groups for children and*

*adolescents.* Thousand Oaks, CA: Sage.

Homeyer, L.E., & Sweeney, D.S. (2011). *Sandtray therapy: A practical manual* (2nd ed.).

New York: Taylor and Francis.

Landreth, G.L. (2002). *Play therapy: The art of the relationship.* (2nd ed). New York:

Brunner-Routledge.

Lowenstein, L. (2008). *Assessment and treatment activities for children, adolescents and*

*their families.* Toronto, Ontario: Champion Press.

**4. Course Description:**  This course is designed to increase clinical mental health counseling students’ awareness, knowledge, and skills of counseling children, adolescents and transition age youth. Using developmental and multicultural frameworks, this course will explore client populations and issues, present a variety of effective theoretical approaches, counseling modalities and techniques for working with families, children and adolescents.

**5.** **Student Learning Outcomes**:

As a result of successful completion of this course, students will be able to:

a) Theories of individual and family development across the lifespan (CACREP, II.F.3.a).

b) Theories of learning (CACREP II.F.3.b).

c) Theories of normal and abnormal personality development (CACPEP II.F.3.c).

d) A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP II.F.3.h).

e) Apply a systems approach to conceptualizing clients (CACREP II.F.5.b).

f) Developmentally relevant counseling treatment or intervention plans (CACREP II.F.5.h).

g) Theories and models related to clinical mental health counseling (CACREP V.C.1.b)

h) Roles and settings of clinical mental health counselors (CACREP V.C.2.a)

i) Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the international Classification of Diseases (ICD). (CACREP V.C.2.d)

\*CACREP, 2016

**7. Course Content Outline**

| **Date** | **Topic** | **Reading and Assignments Due** | **CACREP Standards** |
| --- | --- | --- | --- |
| **8/16 Week 1** | *Introduction to the course; review syllabi; introductions* |  |  |
| **8/23**  **Week 2** | *Basic Guidelines for working with youth*  *Legal and Ethical Issues in Counseling Children and Adolescents* | **Chapter 2, Vernon**  **Client Write Up for Role Plays due**  **\*Post in Canvas live-role play days** | *CACREP II.F.3.a*  *CACREP II.F.5.b*  *CACREP II.F.5.h*  *CACREP V.C.1.b* |
| **8/30 Week 3** | *Stages of Development and*  *Learning Theories* | **Chapter 1, Vernon**  **A learning theory of attachment (2020)**  **\*Post in Canvas Discussion Board the Expressive Intervention you will demonstrate** | *CACREP II.F.5.h*  *CACREP V.C.1.b* |
| **9/6 Week 4** | **LABOR DAY** |  |  |
| **9/13 Week 5** | *Expressive Techniques*  *Solution-Focused Brief Counseling*  *Guest Lecturer* | **Chapter 3 & 5, Vernon** | *CACREP II.F.5.h*  *CACREP V.C.1.b* |
| **9/20 Week 6** | *Play Therapy; Sand Tray*  *Skill Role Play #1* | **Chapter 4, Vernon**  **100 Ideas Sandtray Therapy**  **CCPT Adverse Childhood Experiences (2020)**  **Intake Assessment Due** | CACREP II.F.3.b  CACREP II.F.3.h |
| **9/27 Week 7** | *REBT; Counseling at-risk Children and Adolescents*  *Skill Role Play #2* | **Chapter 6, Vernon**  **Chapter 10, Vernon**  **Assessment/Evaluation Due** | CACREP V.C.1.b  CACREP V.C.2.a |
| **10/4 Week 8** | *Counseling Exceptional Children; Children with Special Needs*  *Skill Role Play #3* | **Chapter 7, Vernon**  **Chapter 9, Vernon**  **Treatment Plan and Counseling Materials Due** | CACREP V.C.2.a  CACREP II.F.5.b |
| **10/11 Week 9** | *Counseling Children with Trauma*  *Guest Lecturer* | **Trauma and Treatment (2015) Article**  **Creating Space for Connection (2015) Article** |  |
| **10/18 Week 10** | *Small-Group Counseling*  *Guest Lecturer*  *Skill Role Play #4* | **Chapter 11, Vernon** | CACREP II.F.3.a  CACREP II.F.3.b |
| **10/25 Week 11** | *Working with Parents*  *Skill Role Play #5* | **Child/Adolescent Observation Due**  **Chapter 13, Vernon** | CACREP II.F.3.a |
| **11/1 Week 12** | *Counseling Culturally Diverse Children and Adolescents* | **Best Practices in Multicultural (2007) Article** | CACREP V.C.2.a |
| **11/8 Week 13** | *Reporting, Court Systems, and Collaboration* | **Conducting Child Custody (2014) Article** |  |
| **11/15 Week 14** | *Abnormal Personality Development* | **Development of Personality Disorders (2009)**  **Article**  **Comprehensive Project Due** |  |
| **11/22 Week 15** | **THANKSGIVING BREAK** |  |  |
| **11/29**  **Week**  **16** | **Final Exam Period** |  |  |

**8. Assignments/Projects:**

**A. Expressive Intervention Introduction: (50 pts)** Students are expected to present an expressive counseling intervention that would be applicable to working with children, adolescents and/or transitional age youth (age 16 to 25). This intervention must be a reflection of the counselor-in-training’s theoretical orientation. For this assignment, students will present and demonstrate a counseling intervention appropriate to use with children, adolescents and/or transitional age youth. Students should create a one-page summary of the intervention to provide classmates and upload to CANVAS 2 days prior to demonstrations. Students must provide instructor with specific intervention they choose to present no later than Week 3 on Canvas in the Discussion Post.

Online students will upload a recording of their presentations by their assigned due dates.

**B. In-Class Counseling Skill Role Plays (180 pts; 30 pts per class)**

Students will participate in five counseling role-play exercises throughout the semester. Roles will include that of therapist, client and observer. In these exercises, students will be divided into groups of three. Each role play will highlight a specific counseling skill (See individual rubrics posted in CANVAS). The instructor will provide live feedback and written feedback. Students will have an opportunity to conduct role plays in class and via recording. Recorded session tapes will be loaded on CANVAS.

1. By the second class, students will submit a 1-2 page case write-up of a

client they wish to “act out” throughout the course. This write-up should be submitted electronically to the instructor for review and feedback on CANVAS.

1. Students will complete feedback sheets that will be submitted to the

instructor at the end of each class on CANVAS. Students will also upload their tapes to CANVAS.

1. **Please note:** **These points are accrued during class time and through recordings. Students must participate in live role plays as well as recorded role plays in order to receive points. Online students must submit a recording for all 5 role-play exercises.**

**C. Comprehensive Project (250 pts):** Students will identify a child, adolescent and/or transitional age youth for this project. This “client” can be a modified real person or a character from television. Note: In selecting this “client” be sure that you know enough information about this person to make informed decisions about counseling and treatment. Project components will be submitted individually throughout the semester in order to receive feedback prior to submission of the comprehensive project. Please see due dates on the class schedule to submit assignments. *If you do not want feedback prior to submission of the Comprehensive Project, you do not have to submit assignments throughout the semester.* At the end of the semester, please submit a comprehensive project portfolio in Canvas that will be shared with the instructor. Forms are included in canvas or the Master’s Professional Practice Handbook.

**Intake**

* Completed intake assessment document.

**Progress Notes**

* 5 completed progress notes (one per session)

**Assessment/Evaluation**

* 2 completed assessment data points (e.g., BDI, BAI, survey, parent report).
* Please include the completed assessment in this section.
* SHOULD NOT BE COMPLETED BY A REAL PERSON BUT BY WHAT YOU THINK THEY WOULD ANSWER!

**Treatment Plan**

* 1 treatment plan that clearly identifies the client’s presenting problem. Include *at least* 2 long-term goals and 4 short-term goals. Note: There should be 2 short-term goals for each long-term goal.

**Counseling Materials**

* 3 examples of counseling interventions used with this client that are directly connected to the treatment plan. This might include interventions introduced in class, recommended by the site, found independently, etc. Please include in this section copies of the completed intervention. If there is not a physical intervention used (ex. reflecting, socratic questions), provide a brief transcript of the techniques used.

**D. Child and/or Adolescent Observation (100 pts):** Students will identify a child or adolescent for this project. To demonstrate knowledge and skills related to counseling children and adolescents, you are asked to observe and interact with a child or adolescent for a minimum of 2 hours (can be broken down to 4- 30 minute sessions) and then reflect on your experience with the child/adolescent. Reflections should be a minimum of 1 page, double-spaced and may include your observations of the child/adolescent, your personal experience, anything that surprised you, and your thoughts on working with a child/adolescent of the same age. Each 30 observation warrants a 1 page reflection (total 4 pages) with a comprehensive summary to conclude the assignment. Students should not diagnose, imply diagnostic concerns, and/or use any therapeutic interventions when observing the child or adolescent. If students need help identifying a child or adolescent, please contact the instructor for assistance. *\*\*You may choose to attend a workshop on play therapy instead of this assignment. This will be discussed during our first class.\*\**

**9. Rubric and Grading Scale:** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

**Assignments**

| Course Assignment | Evaluation | CACREP Professional Standards |
| --- | --- | --- |
| Expressive Intervention | 50 pts | CACREP II.F.3.b  CACREP II.F.3.h  CACREP V.C.2.d  CACREP II.F.5.h |
| In class counseling skills role plays | 180 pts | CACREP II.F.3.a  CACREP II.F.3.c |
| Comprehensive Project | 250 pts. | CACREP V.C.1.b  CACREP V.C.2.a |
| Child and/or Adolescent Observation | 100 pts. | CACREP V.C.2.a |
| Total Points: 580 |  |  |

**Grading Scale**

| A = 100-94% | C+ = 79-75% |
| --- | --- |
| A-= 93-90% | C = 74-70% |
| B+=89-87% | D = 69-60% |
| B = 86-84% | F = 59 - 0% |
| B- = 83-80% |  |

***All late assignments will receive a 5% grade reduction per day.***

**10. Regarding COVID**

* Please refer to the university’s policies (<https://auburn.edu/covid-resource-center/>) for guidelines and procedures regarding COVID 19.
* Unfortunately, we are still being faced with the possibility of going back to being fully online due to COVID. It is my goal to make it a smooth transition for all. I will do my best to communicate and allow as much flexibility as I can while keeping the integrity of the course. The following can be expected:
* Lectures will be live via zoom and should be attended as if still continuing in class.
* All role-plays will transition to an online format and will be recorded and posted to CANVAS.
* Presentations will be presented during the zoom class sessions.
* All other assignments will be discussed should the transition occur.

**11. Class Policy Statements:**

* 1. Attendance: Students are expected to attend/watch class meetings every week. Students are expected to prepare for class and to participate in class activities and discussions. Attendance will be taken each week either via zoom class meetings or through attendance discussion posts associated with the recorded class meeting. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one excused absence. **Each additional absence will result in a 10pt. deduction from the student’s overall grade for missed participation and engagement in class exercises that work to meet learning outcomes**.
  2. Zoom Policy: When/If we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.
  3. Excused Absences: Students are granted excused absences from class for the following reasons: illness or the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance or the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
  4. Absences due to COVID: Please do the following in the event of an illness or COVID-related absence:
* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

* 1. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited and must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
  2. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
  3. Students with Disabilities Statement Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately.  If you have a conflict with my office hours an alternative time can be arranged. To set up this   meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).  *​*
  4. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
  5. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

**Justification for Graduate Credit:**

This course includes advanced content onpedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**Appendix A**

**Treatment Plan**

(include long and short-term goals; also describe how you will measure progress and possible interventions to use).

1. **Long-Term Goal**
   1. **Short-Term Goal**
      1. **Intervention(s) to use**
   2. **Short-Term Goal**
      1. **Intervention(s) to use**
2. **Long-Term Goal**
   1. **Short-Term Goal**
      1. **Intervention(s) to use**
   2. **Short-Term Goal**
      1. **Intervention(s) to use**

**How will you determine that the client is making progress?**

**What would you recommend for follow-up care?**