**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7240-D01

**Course Title:** Counseling Children and Adolescents

**Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Course Instructor:**  Sarah Flint, PhD, LPC

**Semester/Year:** Fall Semester 2022

**2. Date Syllabus Prepared:**

March 2014; May 2014; December 2014; December 2015; April 2016; Summer 2017; August 2020; July 2022

**3. Text**(s):

Vernon, A. (2018). *Counseling children and adolescents* (5th ed.). Denver, CO: Love.

**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 |
| **Week 1** | Practice self care in preparation for the semester  |  |  |
| **8/22****Week 2** | *Introduction to the course; review syllabi and course assignments; introductions**Stages of Development and**Learning Theories*  | **Chapter 1, Vernon****A learning theory of attachment (2020)****Choose dates for expressive intervention** | *CACREP II.F.3.a**CACREP II.F.5.b**CACREP II.F.5.h**CACREP V.C.1.b* |
| **8/29****Week 3** | *Basic Guidelines for Working with youth**Expressive Techniques**Solution-Focused Brief Counseling* | **Chapter 2, 3 & 5 - Vernon****Nims (2007)****Client Write Up for Role Plays due** | *CACREP II.F.5.h**CACREP V.C.1.b* |
| **9/5****Week 4** | **LABOR DAY** | **Role Play Groups Posted** |  |
| **9/12 Week 5** | *Play Therapy; Sand Tray****Skill Role Play #1: Intake*** | **Chapter 4, Vernon** **Garrett (2015)** | *CACREP II.F.5.h**CACREP V.C.1.b* |
| **9/19 Week 6** | *Reality Therapy & REBT* | **Chapter 6 & 7 Vernon** | *CACREP II.F.3.b**CACREP II.F.3.h* |
| **9/26 Week 7** | *Working with Young Children (preschool aged)**Working with Siblings and Families****Skill Role Play #2: Assessment*** | **Chapter 14, Vernon** | *CACREP V.C.1.b**CACREP V.C.2.a* |
| **10/3 Week 8** | *Counseling at-risk Children and Adolescents Working with Resistance in Children/Adolescents* | **Chapter 10 & 11 Vernon** | *CACREP V.C.2.a**CACREP II.F.5.b*  |
| **10/10 Week 9** | *Counseling Exceptional Children; Children with Special Needs****Skill Role Play #3: Working with Resistance/Intervention***  | **Chapter 8, Vernon** | *CACREP V.C.2.a**CACREP II.F.5.b* |
| **10/17 Week 10** | *Counseling Children and Trauma**Evidenced-Based PracticesTF-CBT* | **Trauma and Treatment (2015) Article****CCPT Adverse Childhood Experiences (2020)** | *CACREP II.F.3.b**CACREP V.C.2.d* |
| **10/24 Week 11** | *Small-Group Counseling****Skill Role Play #4: Intervention*** | **Chapter 12, Vernon** | *CACREP II.F.3.a**CACREP II.F.3.b* |
| **10/31 Week 12** | *Working with Caregivers/Parents* | **Chapter 13, Vernon****-Jeon & Myers (2017)****-Seven Tips for Working with Parents (2012)-Legal and Ethical Issues in Working with Parents (ASCA) (2018)** | *CACREP II.F.3.a**CACREP II.F.3.b* |
| **11/7 Week 13** | *Counseling Culturally Diverse Children and Adolescents****Skill Role Play #5: Working with Client Caregiver*** | **Chapter 9, Vernon****Liu & Clay (2002)** | *CACREP V.C.2.a* |
| **11/14 Week 14** | *Legal and Ethical Issues in Counseling Children and Adolescents* *Reporting, Court Systems, and Collaboration* | **Counselors in the Courtroom article (2015)****Comprehensive Project Due Friday 11/18 by 11:59pm cst** | *CACREP V.C.2.a**CACREP II.F.5.b* |
| **11/21 Week 15** | **THANKSGIVING BREAK**  |  |  |
| **11/28****Week** **16** | **Course Wrap Up – No Class Meeting** | **Child/Adolescent Webinar Due**  | *CACREP V.C.2.a* |

**\*All assignments due by 11:59pm cst**

**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). For this assignment, students will present and demonstrate a counseling intervention appropriate to use with children, adolescents and/or transitional age youth. Students will sign up for a specific course topic and focus their intervention in working with that specific type of client (young child, child with special needs, resistant adolescent, etc.) and will present their intervention to the class on that specific week. Students will upload a recording of their explanation of their intervention to Box, and then the recording will be uploaded to Canvas. Recordings should be ~5 minutes long. Students should create a one-page summary of the intervention to provide classmates and upload to CANVAS ***2 days prior*** to their demonstration.

**B. Counseling Skill Role Plays (150 pts; 30 pts per class)**

Students will participate in five counseling role-play exercises throughout the semester. In these exercises, students will be divided into groups of three, and roles will include that of therapist, client, and observer. Each role play will highlight a specific counseling skill (See syllabus). Roleplays will be 15 minutes long, followed by 5 minutes of feedback from the group, and then the students will switch roles (for a total of 3 times equaling one total hour). Students will have an opportunity to conduct role plays via Zoom and will record their Zoom meetings for accountability and informal feedback from the professor. Students are responsible for identifying ~1 hour on the weeks listed in the syllabus to meet with their group via Zoom. That recording of those 5 meetings will be uploaded to Box for the professor/TA to review no than the following Sunday (due dates listed below). Students should submit any specific areas of feedback or questions in Canvas.

1. By Week 3 (8/29), students will be divided into groups and know who their partners will be for the semester.
2. By Week 3 (8/29), students will submit a paragraph case write-up of a

client they wish to “act out” throughout the course based on their partner’s identified age range (young child, teenager, older adolescent, etc).

1. **Please note:** **It is each group’s responsibility to identify a meeting time for the 5 identified weeks, and students should be flexible in identifying a meeting time. The professor should be contacted if there are difficulties.**

**When Recordings Are Due:**

1. Week 5: Recording should be uploaded to Box no later than Sunday 9/18 by 11:59ct

2. Week 7: Recording should be uploaded to Box no later than Sunday 10/2 by 11:59ct

3. Week 9: Recording should be uploaded to Box no later than Sunday 10/16 by 11:59ct

4. Week 11: Recording should be uploaded to Box no later than Sunday 10/30 by 11:59ct

5. Week 13: Recording should be uploaded to Box no later than Sunday 11/13 by 11:59ct

**C. Comprehensive Project (100 pts):** Students will be expected to complete a case conceptualization on a child/adolescent client created during class role plays that assess counseling skills. Students will be expected to make use of current counseling literature and evidenced based research that support a particular theory applied for the conceptualization.

Case conceptualizations will include a completed intake assessment, 2 progress notes, 1 completed assessment, 2 possible interventions with explanation as to how to conduct the interventions and the purpose of utilizing the interventions, and a treatment plan to include 2 long-term goals and 4 short-term goals (2 per long term goal defined). These can be completed at any point during the role plays in class.

 **Intake**

* Completed intake assessment document.

**Progress Notes**

* 2 completed progress notes (any two sessions from the role plays)

 **Assessment/Evaluation**

* 1 completed assessment data points (e.g., BDI, BAI, survey, parent report).
* Please include the completed assessment in this section.

 **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**

* 2 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 Webinar (50 pts):** Students will identify a Webinar focused on working with children/adolescents to complete during the semester. Students can select any Webinar of interest based on their population at their practicum/internship site or a possible topic of interest. Students are responsible for finding a Webinar, but a few links of examples are provided below. Students will upload proof of completion (a screenshot will be fine if you don’t receive a certificate of completion) and will write a 2 page reflection on what was learned in the webinar and how the information learned can be applied to their future work with clients.

Examples of free webinars:

<https://www.earlychildhoodwebinars.com/webinar-resources/>

<https://www.nctsn.org/resources/training/webinars>

<https://learn.nctsn.org/course/index.php?categoryid=3>

<https://ymhproject.org/past-webinars/>

**9. Rubric and Grading Scale:** Please note: Course assignments are due **by 11:59pm cst** on the dates specified. When an assignment is turned in late, the student’s grade will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments. Students in this course are required to complete the specified course requirements. Students’ final grades are based on these components:

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.bCACREP II.F.3.hCACREP V.C.2.dCACREP II.F.5.h |
| In class counseling skills role plays  | 150 pts | CACREP II.F.3.aCACREP II.F.3.c |
| Comprehensive Project  | 100 pts.  | CACREP V.C.1.bCACREP V.C.2.a |
| Child and/or Adolescent Webinar | 50 pts. | CACREP V.C.2.a |
| **Total Points: 350** |  |  |

**Grading Scale**

|  |
| --- |
| A = 90 – 100%  |
| B = 80 – 89.99% |
| C = 70 – 70.99%  |
| D = 60 – 69.99%  |
| F = <60 |

***All late assignments will receive a 10% grade reduction per day.***

**10. Class Policy Statements:**

* 1. Attendance: Students are expected to watch class meetings every week.
	2. 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 for approval to be considered

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?**