**AUBURN UNIVERSITY**

**SYLLABUS**



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| **Course Number:** | **COUN 7240-D01** |
| **Course Title:** | **Counseling Children & Adolescents** |
| **Credit Hours:** | 3 semester hours credits |
| **Prerequisites:** | None |
| **Course Instructor:** | Denise Bozek, PhD, NCC, CRC |
| **Email:** | [dcb0065@auburn.edu](mailto:dcb0065@auburn.edu) |
| **Semester/Year:** | Fall 2024 |

1. ***Date Syllabus Prepared:***

March 2014; May 2014; December 2014; December 2015; April 2016; Summer 2017; August 2020; July 2022; July 2023; June 2024

1. ***Textbook/readings:***

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

*Supplemental Reading:*

Ziomek-Daigle, J. (2017). Counseling Children and Adolescents, Working in School and Clinical Mental Health Settings (1st ed.). Routledge.

1. ***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.

1. ***Course Objectives:***

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

1. Theories of individual and family development across the lifespan (CACREP, II.F.3.a).
2. Theories of learning (CACREP II.F.3.b).
3. Theories of normal and abnormal personality development (CACPEP II.F.3.c).
4. A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP II.F.3.h).
5. Apply a systems approach to conceptualizing clients (CACREP II.F.5.b).
6. Developmentally relevant counseling treatment or intervention plans (CACREP II.F.5.h).
7. Theories and models related to clinical mental health counseling (CACREP V.C.1.b)
8. Roles and settings of clinical mental health counselors (CACREP V.C.2.a)
9. 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

1. ***Course Content Outline:***

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| Date | Topic | Reading and Assignments Due | CACREP |
| **8/19**  **Week 1** | *Introduction to the course; review syllabi and course assignments*  *Stages of Development and*  *Learning Theories* | **Chapter 1 – Vernon**  **A learning theory of attachment**  **Dates for expressive intervention** | *CACREP II.F.3.a*  *CACREP II.F.5.b*  *CACREP II.F.5.h*  *CACREP V.C.1.b* |
| **8/26**  **Week 2** | *Individual Counseling*  *Creative Arts*  *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* |
| **9/2**  **Week 3** | **LABOR DAY** |  |  |
| **9/9**  **Week 4** | *Play Therapy*  ***Skill Role Play #1: Intake*** | **Chapter 4 – Vernon**  **Garrett (2015)**  **Hartwig & Taylor (2022)** | *CACREP II.F.5.h*  *CACREP V.C.1.b* |
| **9/16**  **Week 5** | *Reality Therapy*  *REBT* | **Chapter 6 & 7 – Vernon** | *CACREP II.F.3.b*  *CACREP II.F.3.h* |
| **9/23 Week 6** | *Working with Families* | **Chapter 14 – Vernon** | *CACREP V.C.1.b*  *CACREP V.C.2.a* |
| **9/30 Week 7** | *Challenges*  *Counseling at-risk Children and Adolescents* ***Skill Role Play #2: Assessment*** | **Chapter 10, 11 – Vernon** | *CACREP V.C.2.a*  *CACREP II.F.5.b* |
| **10/7 Week 8** | *Counseling Exceptional Children; Children with Special Needs* | **Chapter 8 – Vernon** | *CACREP V.C.2.a*  *CACREP II.F.5.b* |
| **10/14**  **Week 9** | *Counseling Children and Trauma*  *Evidenced-Based Practices TF-CBT*  ***Skill Role Play #3: Working with Resistance*** | **Neuville & Pfiffner (2019)**  **CCPT ACES (2020)** | *CACREP II.F.3.b*  *CACREP V.C.2.d* |
| **10/21**  **Week 10** | *Small-Group Counseling* | **Chapter 12 – Vernon** | *CACREP II.F.3.a*  *CACREP II.F.3.b* |
| **10/28**  **Week 11** | *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 (2018)** | *CACREP II.F.3.a*  *CACREP II.F.3.b* |
| **11/4**  **Week 12** | *Counseling Culturally Diverse Children and Adolescents*  ***Skill Role Play #4: Intervention*** | **Chapter 9 – Vernon**  **Liu & Clay (2002)** | *CACREP V.C.2.a* |
| **11/11**  **Week 13** | *Legal and Ethical Issues in Counseling Children and Adolescents*  *Reporting, Court Systems, and Collaboration*  ***Skill Role Play #5: Working with Client Caregiver*** | **Counselors in the Courtroom** | *CACREP V.C.2.a*  *CACREP II.F.5.b* |
| **11/18**  **Week 14** | *Asynchronous Class* | **Attend ALCA or Webinar**  **Comprehensive Project** | *CACREP V.C.2.a*  *CACREP II.F.5.b* |
| **11/25**  **Week 15** | **THANKSGIVING BREAK** |  |  |
| **12/2**  **Week 16** | **Course Wrap Up** | **Child/Adolescent Webinar Due** | *CACREP V.C.2.a* |

1. ***Assignments:***

**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. 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 the discussion post. Recordings should be 5-10 minutes long. Students should create a one-page summary of the intervention, and any other relevant handout/resource to provide classmates and upload to CANVAS.

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

Students will participate in four 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 4 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. Week 2 – students will be divided into groups for the semester.
2. Week 2 –submit a case write-up of a client they will “act out” throughout the course based on their partner’s identified age range
3. **Please note:** **It is each group’s responsibility to identify a meeting time for the identified weeks, and students should be flexible in identifying a meeting time. The professor should be contacted if there are difficulties.**

**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/>

1. ***Rubric and Grading Scale:***

Grades will be based upon total point accumulation in the course:

***Assignments:***

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| --- | --- | --- |
| 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 |
| Counseling skills role play recordings | 150 pts | CACREP II.F.3.a  CACREP II.F.3.c |
| Comprehensive Project | 100 pts. | CACREP V.C.1.b CACREP V.C.2.a |
| Child and/or Adolescent Webinar | 50 pts. | CACREP V.C.2.a |
| **Total Points: 350** |  |  |

***Grading Scale:***

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| 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.*** 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.

1. ***Class Policy Statements:***
   1. Attendance: Students are expected to attend 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. 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.**
   2. 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.
   3. 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.
   4. Students with Disabilities Statement Disability Accommodations: Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.
   5. 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.
   6. 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:
      1. Engage in responsible and ethical professional practices
      2. Contribute to collaborative learning communities
      3. Demonstrate a commitment to diversity
      4. Model and nurture intellectual vitality
   7. 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.
   8. Diversity Statement: A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic work, clinical practice, and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

* 1. The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.
  2. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
     1. If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
     2. Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
     3. Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
     4. Students can turn off their cameras briefly if needed (e.g., break). These pauses should be *short*. Having students on camera provides a higher level of engagement for all participants.
     5. If you have questions during class, you can raise your hand (in real time or via Zoom).
     6. Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
     7. Although you may be participating from your domicile, our Zoom meetings are professional interactions.
     8. You should dress and behave as you would in a normal F2F classroom.
     9. Please minimize distractions in the background as much as possible.
     10. Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
  3. Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
     1. Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
        1. Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
        2. Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
     2. You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
     3. As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
     4. 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 so we can discuss if accommodations are possible.

**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?**