**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7240

**Course Title:** Counseling Children and Adolescents

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

**Prerequisites:** None

**Course Instructor:**  Amanda M. Evans, PhD, LPC, NCC

**Semester/Year:** Spring Semester

**2. Date Syllabus Prepared:**

March 2014; May 2014; December 2014: December 2015

**3. Text**(s):

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

**Required Articles:**

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

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

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.

**Required Websites:**

[**http://spdfoundation.net/about-sensory-processing-disorder.html**](http://spdfoundation.net/about-sensory-processing-disorder.html) **(Sensory Processing Disorder Website)**

**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) Learn activities that foster understanding of the help-seeking behaviors of diverse clients (CACREP II.2.e).

b) Demonstrate knowledge of theories of individual and family development across the lifespan (CACREP, II.3.a).

c) Demonstrate knowledge of theories of learning (CACREP II,3.b).

d) Demonstrate knowledge of theories of normal and abnormal personality development (CACPEP II.3.c).

e) Apply a general framework for understanding differing abilities and strategies for differentiated interventions (CACREP II.3.g).

f) Apply a systems approach that provides an understanding of family, social, community and political networks (CACREP II.5.b).

g) Learn the development of measurable outcomes for clients (CACREP II.5.h).

h) Demonstrate knowledge of principles of clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, and networks that promote mental health and wellness (CACREP CMHC.C.).

i) Apply techniques and interventions related to a broad range of mental health issues (CACREP, CMHC, U).

\*CACREP, 2016

**6. Course Content Outline**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Assigned Reading |
| 1/14 Week 1 |  |  |
| **1/21 Week 2** | In-Class *Introduction to the Course* *Working w/ Children, Adolescents and Parents* |  **Chapter 1, Vernon** |
| 1/28 Week 3 | Distance*Counseling At-Risk Children and Youth* | **Chapter 10, Vernon** |
| 2/4 Week 4 | In-Class*Building Rapport/Assessment and Treatment*  | **Chapter 2, Vernon***Reflection Post Due* |
| 2/11 Week 5 | Distance*Expressive Techniques* | **Chapter 3, Vernon** |
| **2/18 Week 6** | In-Class*Parent Education/Training* | **Review of the Research Literature Due!** **Chapter 13, Vernon** |
| 2/25 Week 7 | Distance *Brief Counseling* |  **Chapter 5, Vernon** |
| 3/3 Week 8 | In-Class*Applied Behavior Analysis/Sensory Processing Disorder* | **Intro to APA Booklet****SPD Website***Reflection Post Due*  |
| 3/10 Week 9 | Distance*Counseling Exceptional Children and Children with Disabilities* | **Chapter 7, Vernon;****Chapter 9, Vernon** |
| **3/24 Week 10** | In-Class *Play Therapy* | **Chapter 4, Vernon** |
| 3/31 Week 11 | Distance *Group Counseling* | **Chapter 11, Vernon**  |
| 4/7 Week 12 | In-Class *Sand Tray Therapy* | **Bainum, et al. (2006) Article** *Reflection Post Due*  |
| 4/14 Week 13 | Distance*Reporting, Court Systems and Collaboration* | **Patel, et al. (2014) Article**  |
| **4/21 Week 14** | In-Class *Review of Class Materials* | **Comprehensive Project Due****Expressive Interventions Due** |

**7. 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. *Please be sure to bring enough materials to the class so that every student can try the intervention in class. A rubric will be posted on Canvas to help with project preparation.*

**B. Review of the Research Literature: (50 pts)** Each student will be required to select and present on a self-selected research article. For this assignment, students will be required to select an article from a peer-reviewed, empirically based source that coincides with the student’s emerging theoretical orientation. In addition to selecting an article, please prepare a one page summary of the article in Microsoft Word (double spaces, Times New Roman, 12 point font). This assignment will be submitted to the instructor in email format and should highlight the important elements of Counseling Children and Adolescents as highlighted in the article. Please be sure to consider ethical responsibilities, multicultural sensitivity, rationale, goals, procedure, evaluation methods and recommendations for future research. A rubric will be posted on *Canvas* to assist with grading inquiries. *Be sure to send an electronic copy of this article to the course instructor so that it can be made available to all students.*

**C. Comprehensive Project (200 pts):** Students will identify a child, adolescent and/or transitional age youth for this project. This “client” can be 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. At the end of the semester, please submit a comprehensive project portfolio.

 **Intake**

* Completed intake assessment document.

 **Assessment/Evaluation**

* 2 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 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.

**8. 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**

|  |  |
| --- | --- |
| Research Article | 50  |
| Counseling Intervention | 50  |
| Comprehensive Project | 200 |
| **TOTAL**  | **300**  |

**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.***

1. **Class Policy Statements:**
	1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade with be lowered **5** points for each absence.
	2. 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.
	3. 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 must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
	4. 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.
	5. Disability Accommodations: Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
	6. 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.
	7. 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

1. **Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). 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.