**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7240-002

**Course Title:** Counseling Children and Adolescents

**Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Course Instructor:**  John McCall, PhD

**Semester/Year:** Fall Semester 2025

**2. Date Syllabus Prepared:**

March 2014; May 2014; December 2014; December 2015; April 2016; Summer 2017; August 2020; July 2022; July 2023, August 2024, August 2025

**3. Text**(s):

Ziomek-Daigle, J. (2025). *Counseling children and adolescents: Working in school and clinical mental health settings* (2nd ed.). Routledge/Taylor & Francis Group

Additional resources will be posted on Canvas.

**4. Course Description:**  This course is designed to increase clinical mental health counseling and school 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 |
| **8/18**  **Week 1** | *Introduction to the course; review syllabi and course assignments; introductions* | **Review syllabus** |  |
| **8/25**  **Week 2** | *Stages of Development and*  *Learning Theories* | **Chapter 1, 2, 3, Daigle**  **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* |
| **9/1**  **Week 3** | *Basic Guidelines for Working with youth*  *Expressive Techniques*  *Solution-Focused Brief Counseling* | **Chapter 4, 5, Daigle**  **Nims (2007)**  **Client Write Up for Role Plays due**  **LABOR DAY – NO CLASS** | *CACREP II.F.5.h*  *CACREP V.C.1.b* |
| **9/8**  **Week 4** | *Legal and Ethical Issues in Counseling Children and Adolescents*  *Reporting, Court Systems, and Collaboration*  *Reporting, Court Systems, and Collaboration* | **Chapter 6, Daigle**  **Counselors in the Courtroom article (2015)** | *CACREP V.C.2.a*  *CACREP II.F.5.b* |
| **9/15 Week 5** | *Play Therapy; Sand Tray*  ***Skill Role Play #1: Intake*** | **Chapter 14, Daigle**  **Garrett (2015)** | *CACREP II.F.5.h*  *CACREP V.C.1.b* |
| **9/22 Week 6** | *Reality Therapy & REBT* | **Chapter 8, Daigle** | *CACREP II.F.3.b*  *CACREP II.F.3.h* |
| **9/29 Week 7** | *Working with Young Children (preschool aged)*  *Working with Siblings and Families*  ***Skill Role Play #2: Assessment*** | **Gilson & Abella (2021)** | *CACREP V.C.1.b*  *CACREP V.C.2.a* |
| **10/6**  **Week 8** | *Counseling at-risk Children and Adolescents   Working with Resistance in Children/Adolescents* | **Bow (1988)** | *CACREP V.C.2.a*  *CACREP II.F.5.b* |
| **10/13 Week 9** | *Counseling Exceptional Children; Children with Special Needs*  ***Skill Role Play #3:*** ***Working with Resistance/Intervention*** | **Chapter 13, Daigle** | *CACREP V.C.2.a*  *CACREP II.F.5.b* |
| **10/20 Week 10** | *Counseling Children and Trauma*  *Evidenced-Based Practices TF-CBT* | **Chapter 10, Daigle**  **Trauma and Treatment (2015) Article**  **CCPT Adverse Childhood Experiences (2020)** | *CACREP II.F.3.b*  *CACREP V.C.2.d* |
| **10/27 Week 11** | *Small-Group Counseling*  ***Skill Role Play #4: Intervention*** | **Venter & Uys (2019)** | *CACREP II.F.3.a*  *CACREP II.F.3.b* |
| **11/3 Week 12** | *Working with Caregivers/Parents* | **-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* |
| **11/10 Week 13** | *Counseling Culturally Diverse Children and Adolescents*  ***Skill Role Play #5:*** ***Working with Client Caregiver*** | **Chapter 12, Daigle** | *CACREP V.C.2.a* |
| **11/17 Week 14** | 2025 ALCA Annual Conference  Asynchronous Class | **Attend ALCA OR Webinar**  **Comprehensive Project Due Friday 11/21 by 11:59pm** | *CACREP V.C.2.a*  *CACREP II.F.5.b* |
| **11/24 Week 15** | **THANKSGIVING BREAK** |  |  |
| **12/1**  **Week**  **16** | **Course Wrap Up – No Class Meeting** | **Child/Adolescent Webinar Due by 12/1 at 11:59pm** | *CACREP V.C.2.a* |

**\*All assignments due by the start of class unless otherwise stated**

**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 day. Students should create a one-page summary of the intervention to provide classmates and upload to CANVAS ***2 days prior*** to their demonstration.

**B. In-Class 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. 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). Each role play will highlight a specific counseling skill. Students will have an opportunity to conduct role plays in class. The observer and instructor will provide live feedback during the class time provided.

1. By Week 3 (9/1), students will be divided into groups and know who their partners will be for the semester.
2. By Week 3 (9/1), 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:** **These points are accrued during class time. Students who miss class will need to make up these points by providing a recording of their counseling role play no later than the following class meeting.**

**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. **Students who attend the ALCA conference this year, or another opportunity for professional development/ conference opportunity, will not have to complete the Webinar assignment.**

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/>

**E.** **Class Participation (25 points):** As this course is vital to prepare you for professional counseling work, it relies heavily upon ongoing interpersonal and professional dynamics, therefore every effort should be made to actively participate in class discussions and activities. In addition, students are expected to actively engage with the discussion and experiential group components of class. Participation will be evaluated in the following way:

* + Excellent (A quality): Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
  + Satisfactory (B quality): Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
  + Minimally Acceptable (C quality): Passive participation -- present, awake, alert, attentive, but not actively involved.
  + Unsatisfactory (D/F quality): Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

**9. Rubric and Grading Scale:** Please note: Course assignments are due **before the start of class** 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.b  CACREP II.F.3.h  CACREP V.C.2.d  CACREP II.F.5.h |
| In class counseling skills role plays | 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 |
| Class Participation | 25 pts | CACREP II.F.3.b  CACREP II.F.3.h |
| Total Points: 375 |  |  |

**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 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. Zoom Policy: If we meet on Zoom, your attendance, attention, and participation are expected. *Students must receive approval to Zoom into class prior to the class meeting, and the Zoom option will be used sparingly and in a case-by-case scenario.* 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.
  3. Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student (with a doctor’s note), 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 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

h. Policy Related to the Use of AI for Classroom Assignments

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.

**Updated Policy Related to the Use of AI for Classroom Assignments**

Preamble:

The Counselor Education Program takes the ethical and professional stance that all professional counselors (students and faculty alike) should generate their own written work (e.g., classroom assignments, publications, presentations, etc.) and to cite all professional references that are used in that work. Not only is this academically and professionally honest (giving credit to where it is due), it (a) develops strong writers, which in turn develops strong clinical minds and (b) leads to protecting the clients and students we serve (as it ensures that all interventions are ground in the professional literature). This is aligned with the ACA Code of Ethics (2014) Section G.5.

As it relates to use of AI-generated content (e.g., ChatGPT) [hereafter referred to as “AI”], the Counselor Education Program asserts that:

1. AI-generated content (as well as any other outside sources) should never be used in insight/reflection/reaction papers or discussion posts. The Program ascribes to the value of counselors being “reflective-practitioners”: the only way to grow in that area is to develop the ability to “reflect” without assistance from outside parties. Also, AI should never be used to generate answers for quizzes or exams, in any capacity.

2. If a course instructor allows for the use of AI-generated content in the completion of classroom assignments (e.g., research papers, presentations, etc.), then that content will need to be cited (and the content verified by the professional literature) as would any other source. Paraphrases and direct quotes from AI-generated content would need to follow APA formatting guidelines. Course instructors will indicate in the syllabus whether AI-generated content can be used in their class and students are responsible for both checking the syllabus and abiding by course policies.

3. Should it be determined that AI-generated content has been used in such a way that violates the above stipulations, this would be considered a form of plagiarism, which is a violation of academic honesty. This would result in such consequences as a failing grade on the assignment, a failing grade in the class, and/or dismissal from the Counselor Education Program.

I. Policy Related to the Use of Zoom for Class Meetings

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
  + - 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.
    - Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
    - 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.
    - 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.
    - If you have questions during class, you can raise your hand (in real time or via Zoom).
    - 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.
* 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.
  + Please minimize distractions in the background as much as possible.
  + 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.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + 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)
    - 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).
    - 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*.
  + 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.
  + As per University policies, 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 so we can discuss if accommodations are possible.

J. Diversity Statement - **Counselor Education Diversity, Equity, and Inclusion Statement (CACREP 2024 Standard 1.N.6)**

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, 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.

K.Accommodations Statement: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). 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.

**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?**