

Northern Kentucky University

COU 621 – Counseling Children and Adolescents

College of Health and Human Services

KCRS

Instructor: Dorea Glance, Ph.D.

Office – MEP 203D

E-mail – glanced1@nku.edu (best way to reach me)

Office hours: Posted and By Appointment

Classroom Number, Location and Time: MEP 204; July 13-14; July 20 - 21; August 3-4



Learn, Lead, Succeed

Kentucky Core Academic Standards (KCAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).

Prerequisites: COU 640, COU 641 and admission to program.

Purpose: Theories and techniques for developmental counseling with children and adolescents.

Course Description: The foundations and techniques of individual and group counseling with particular emphasis on theories, operational approaches, tools, and related procedures across school and clinical settings.

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

Students will have knowledge of:	CACREP ¹	Class Assignments	Cross-curricular experiences
advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e	Paper Tigers paper	COU 601, 610, 650, 675, 602, 673. 690, 691, 692, 693
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i	Readings; class discussion	COU 601, 640, 650, 675, 600, 674, 602, 622, 642, 690, 691, 692, 693
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2.a	Readings; class discussion; Theory Presentation	COU 610, 642, 673
multicultural counseling competencies	2.F.2.c	Readings; Theory Presentation	COU 610, 640, 660, 670, 675, 674, 642, 673
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d	Parenthood Systems paper	COU 610, 620, 630, 640, 674, 673
help-seeking behaviors of diverse clients	2.F.2.f	Paper Tigers paper; readings	COU 610, 620, 640, 675, 674, 642, 673
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h	Paper Tigers paper	COU 610, 600, 673
theories of individual and family development across the lifespan	2.F.3.a	Readings; Parenthood Systems paper	COU 620, 674, 642
theories of learning	2.F.3.b	Readings	COU 620
effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g	Paper Tigers paper; readings	COU 620, 674, 622
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i	Parenthood Systems paper, Paper Tigers paper; Techniques handbook; readings	COU 620, 630, 600, 622, 642, 673

ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d	Theory Presentation; Techniques handbook; readings	COU 601, 640, 641, 650, 675, 600, 674, 622, 642, 673
developmentally relevant counseling treatment or intervention plans	2.F.5.h	Parenthood Systems paper; Paper Tigers paper; Techniques handbook; readings	COU 630, 641, 675, 671, 622
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j	Theory Presentation; Techniques handbook; readings	COU 641, 674, 622, 642
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c	Readings	COU 601, 641, 650, 671, 674, 622, 642
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d	Readings; Paper Tigers paper	COU 601, 650, 660, 671, 674, 622, 642
identification of evidence-based counseling practices	2.F.8.b	Readings; Techniques handbook	COU 640, 670, 675, 680, 671, 674, 622, 642
evaluation of counseling interventions and programs	2.F.8.e	Readings	COU 640, 660, 680, 671, 622
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g	Readings; Paper Tigers paper	COU 620, 670, 602, 622
common medications that affect learning, behavior, and mood in children and adolescents	5.G.2.h	Readings	COU 602, 622
signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	5.G.2.i	Readings; Paper Tigers paper	COU 660, 670, 622
interventions to promote academic development	5.G.3.d	Readings; Techniques handbook	COU 654
techniques of personal/social counseling in school settings	5.G.3.f	Techniques handbook	COU 640, 650, 602, 693, 692
skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5.G.3.h	Parenthood Systems paper; Paper Tigers paper	COU 670, 602, 673

*CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards

Course Objectives:

1. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
2. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients
3. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies
4. Theories and models of individual, cultural, couple, family, and community resilience
5. Counselor characteristics and behaviors that influence helping processes
6. Essential interviewing and counseling skills
7. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling
8. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions

Methods of Instruction:

This course is taught in a combination of interactive dialogue, lecture, small group work, thematic assignments, and online Canvas work. The learning environment is meant to be a dynamic, evolving environment in which students with a variety of learning styles will find ample support to increase their knowledge and show evidence of their progress.

Required Materials:

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

Prout and Fedewa (2015). *Counseling and Psychotherapy with Children and Adolescents*. Wiley and Sons.

Additional readings will be assigned at the discretion of the instructor.

Course Description and Content Area:

The foundations and techniques of individual and group counseling with particular emphasis on theories, operational approaches, tools, and related procedures across school and clinical settings.

Course Assignments and Grading:

Attendance and Class Participation (100 pts):

Attendance and *effective, active* participation are required. Effective and active class participation includes: respectful and non-dominating involvement in class discussions, consultative role-plays, equal participation in group work, and initiative and investment in course activities. Completing the reading assignments before class will enhance the class discussions, and the students' overall experience. *Make-up assignments or extensions for absences due to any reason will be at the discretion of the instructor. Missed classes will result in a lower class grade. We don't meet that often, y'all, let's make it count!!*

Techniques Handbook (100 pts):

Students will build a collection of at least ten (10) counseling techniques into a Techniques Handbook that will be shared with classmates on Canvas. The handbook description of the technique should include a theoretical foundation, rationale for the intervention, details of materials needed (or provide worksheets, examples, etc.), step-by-step instructions/procedure for the intervention, description of what age range the technique is appropriate for, reference information, etc. Students will also demonstrate one technique in class with a classmate in a role-play scenario. Completed Handbooks will be submitted to Canvas.

“Parenthood”: Systems Study (100 pts):

Students will watch the film “Parenthood” during class and write a paper examining the dynamics within *one (1)* of the family systems presented in the film. Students will choose one family from the movie, assess which “parenting style” is being utilized, reflect on dynamics within the family system, as well as discuss theories, interventions, and techniques that you as a counselor would utilize with that family system and provide research to support your treatment plans. Paper should be in APA 6th edition format and should not exceed 6-7 pages excluding title and reference pages.

“Paper Tigers”: Working with At-Risk Youth (100 pts):

Students will watch the documentary film “Paper Tigers” during class and write a paper examining the challenges of working with youth who are “at-risk”, who have experienced and/or are currently experiencing trauma, as well as discuss theories, interventions, and rapport/relationship building techniques that you as a counselor would utilize with that individual and provide research to support your treatment plans. Paper should be in APA 6th edition format and should not exceed 6-7 pages excluding title and reference pages.

Theory and Techniques Group Presentation (100 pts):

Students will be paired with a partner for this assignment. Students will be assigned a popular counseling theory (e.g., CBT, REBT, Reality, SFBT, Systems) and must work as a partnership to present a lecture to the class regarding a description/overview of the theory, rationale of its use with children and adolescents, goals, information regarding its efficacy with children and adolescents, how the theory differs when working with children and adolescents than when working with adults, application with children and adolescents, what disorders the theory is proven effective with, review and demonstrate techniques, individual/group/family efficacy, etc. All materials presented must be empirically based and supported by research. Reference information must be included in APA 6th format. Pairs may use any pedagogically sound methods of instruction. Handouts are appreciated.

Student Evaluation Criteria: Grades are based upon the following point totals:

Class Attendance and Participation: 100 points
“Parenthood” Systems Study Paper: 100 points
“Paper Tigers” Paper: 100 points
Theory and Techniques Group Presentation: 100 points
Techniques Handbook: 100 points

Possible Total: 500 points

University Grading Scale

Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	73-76.99	2.00
C-	70-72.99	1.67
D+	Do not go here	1.33



The College of Education and Human Services requires education majors to earn a grade of C or better in all education (EDU & EDS) courses. A grade of C- or lower is not acceptable for program completion.

Mid-term Grade: Mid-term grades will be posted in myNKU by the deadline established in the [Academic Calendar](#).

Final Examination Information: See course schedule for information on Final Exam schedule.
Course Policies and Procedures

NOTE: Assignments turned in late **will not be accepted for credit.** Assignments are due by the date indicated on the syllabus. Though **highly unlikely**, late assignments **may** be accepted at the instructor's discretion with accompanying documentation of extenuating circumstances. Please communicate with the instructor if you believe an assignment will be late.

Any academic dishonesty such as cheating or plagiarism will result in either a failing grade in the course, a failing grade on the assignment, or other stipulations which are up to the instructor based on the nature of the case. Review http://www.plagiarism.org/learning_center/what_is_citation.html for a brief overview of plagiarism and the benefit of accurate citations within your work.

Professional Behavior and Classroom Etiquette

The work done in this course is subject to the Graduate Student Honor Code/ Appeal Policies and the College of Education and Human Services Code of Ethics and Procedures for Violation. The Graduate Student Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements. A copy of the Honor Code may be found on the NKU website at http://deanofstudents.nku.edu/codes_and_policies/graduate_honor_code/index.php. A copy of the College of Education and Human Services Code of Ethics and Procedures for Violation may be found on the NKU website at http://coehs.nku.edu/gradprograms/docs/Graduate_Code.pdf.

In addition, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice (<http://www.cacounseling.org/codeofethics.pdf>) and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors

(<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>), and will be accountable to the Counseling program.

Technology Etiquette

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Facebooking, shopping, checking the score of the Reds game, managing email, instant messaging {do y'all still do that?}, etc.).

As a courtesy to your classmates, please silence or turn off all electronic communication devices during class. If a call is essential, please leave the classroom.

Student Honor Code: The [Student Honor Code](#) [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

In addition, students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#).

Credit Hour Policy Statement: In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

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Estimates of the time required for a typical student to complete course expectations are as follows:

Class Attendance (8 hours x 3 weekends)	= 24 Hours
Readings (3 hrs/wk x 16 wks)	= 48 Hours
Group Presentation	= 20 Hours
Total	= 92 Hours

Student Evaluation of Instructor and Course: Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Accommodations Due to Disability: Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Bibliography: Additional Readings will be assigned at the discretion of the instructor and provided to students via Canvas or in class.

Date	Topics Covered	Readings/Assignments (Have these chapters read BEFORE you come to class on the day listed)
July 13	Introduction Working with Children, Adolescents, and Parents The individual and group counseling processes Multicultural Considerations	Vernon (Chapter 1, 2, 8, 11)
July 14	Play Therapy	Vernon (Chapters 3-4) Prout and Fedewa (Chapter 4)
July 20	Counseling Theories with Children and Adolescents Group Theory Presentations	Prout and Fedewa (Chapters 5-9)
July 21	Counseling Theories with Children and Adolescents Working with Parents Group Theory Presentations (if needed) <i>“Parenthood” Film Screening/Processing</i>	Vernon (Chapter 13) Prout and Fedewa (Chapters 5-9)
August 3	Counseling Children and Adolescents with Special Needs Counseling At-Risk Children and Adolescents Counseling Exceptional Children/Children with Disabilities Techniques Demonstrations	Vernon (Chapter 7, 9, 10) Prout and Fedewa (Chapter 10) Techniques Handbook due at 5pm – no extensions Parenthood Systems Study due at 5pm – no extensions
August 4	Counseling Children and Adolescents with Special Needs Counseling At-Risk Children and Adolescents Counseling Exceptional Children/Children with Disabilities	Vernon (Chapter 7, 9, 10) Prout and Fedewa (Chapter 10)

	<i>"Paper Tigers" Film Screening/Processing</i>	
August 10		Paper Tigers Paper due by 5pm – no extensions