COUN 534: Counseling Children and Adolescents
Course Syllabus, Spring 2022
Online Class

INSTRUCTOR INFORMATION

Instructor: Donna Hickman, PhD, LPC, CSC
Office Hours: Virtual (by appointment only)
University Email Address: donna.hickman@tamuc.edu
Preferred Method of Communication: E-mail
Communication Response Time: 24 hours, Monday-Friday

Graduate Co-Instructor: Brandi Sawyer, MA, LPC-S, NCC
Graduate Co-Instructor University Email Address: bsawyer1@leomail.tamuc.edu

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:

Henderson, D. & Thompson, C.L. (2015). *Counseling children*. (9th ed.).
Cengage.

Optional Texts and/or Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association.* (7th ed.). https://doi.org/10.1037/0000165-000

Supplemental Readings:

American Counseling Association. (2014). *ACA Codes of Ethics*. Author.
https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

Qato, D. M., Alexander, G. A., Guadamuz, J. S., & Lindau, S. T. (2018). Prescription medication use among children and adolescents in the United States. *Pediatrics,* 142(3). https://doi-org.proxy.tamuc.edu/10.1542/peds.2018-1042

Raitasalo, K., & Holmila, M. (2017). Parental substance abuse and risks to children's safety, health and psychological development. *Drugs, Education, Prevention & Policy,* 24(1), p.17-22. DOI: 10.1080/09687637.2016.1232371

Ramirez, T., & Meadows, J. (2018). Student mental health and wellness: Best practices for educational leaders. *Leadership,* 48(1), p. 16-19.

Simpson, C. (2015). *Cutting and Self-Harm*. ABC-CLIO.

COURSE DESCRIPTION

Catalogue Description of the Course
COUN 534. Counseling Children and Adolescents
Prepares counselors to address the specific needs of children and adolescents, with emphasis on developmental needs, specific therapeutic interventions, and common emotional issues. Group and individual counseling techniques and treatment planning are included.

General Course Information
This course is required of all students seeking a master's degrees with the school counseling focus and of all students seeking school counselor certification in Texas. The course is also designed for those in non-school settings who will be counseling children and adolescents

Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 534

School Counseling Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
5.G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	- Lecture (Week 11) - Readings: Henderson & Thompson (2015) Chapters 19 & 20; Simpson (2015) Chapters 2 & 3; Ramirez & Meadows (2018) - Discussion Post 4	1. Final Exam 2. Discussion Post 4	1. Final Exam Rubric 2. Discussion Post Rubric	1. ≥ 80% will score ≥ 80% on Final Exam 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.h. common medications that affect learning, behavior, and mood in children and adolescents	- Lecture (Week 12) - Readings: Simpson (2015) Chapter 9; Qato, Alexander, Guadamuz & Lindau (2018)	1. Final Exam 2. Discussion Post 4	1. Final Exam Rubric 2. Discussion Post Rubric	1. ≥ 80% will score ≥ 80% on Final Exam 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

5.G.2.i. 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	- Lecture (Week 13) - Readings: Henderson & Thompson (2015) Chapter 19; Simpson (2015) Chapter 3; Ramirez & Meadows (2018)	1. Final Exam 2. Discussion Post 3	1. Final Exam Rubric 2. Discussion Post Rubric	1. ≥ 80% will score ≥ 80% on Final Exam 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

Content Areas include, but are not limited to, the following:
I.   Child/adolescent development
   A.   Piaget
   B.   Erikson
II. Childhood/adolescent disorders and issues
   A.   Depression
   B.   Substance abuse
III. Counseling
   A.   Counseling theories appropriate for children and adolescents
      1.   Child centered
      2.   Adlerian
      3.   Solution-focused
      4.   Reality Therapy
   B.   Legal and ethical concerns related to counseling children and adolescents

TExES Competencies Related to this Course (*TExES is the state examination required for school counselor certification*.)
Competency 001 (Human Development)
   The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.
Competency 002 (Student Diversity)
   The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
Competency 003 (Factors affecting Students)
   The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.
Competency 006 (Counseling)
   The school counselor understands how to provide effective counseling services to individuals and small groups.
Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.

8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

COURSE ASSIGNMENTS/ASSESSMENTS

1. **D2L Discussions (10 points for each discussion; 100 points total)**
   You will participate in a total of ten discussion boards throughout the semester. You are expected to give a thorough and thoughtful response to each prompt. In addition to the initial discussion, you will also respond to two of your classmate's discussion posts. The rubrics for the discussions are below. For the weeks with discussion posts, they will open on Monday and close the following Sunday night. The initial post is due by Thursday at midnight, and the peer responses are due by Sunday at midnight. However, feel free to post earlier than Thursday. Please note that late postings will not be accepted.

Discussion Board Rubric

	1 – Does Not Meet Expectation (0-7.9 points)	2 – Meets Expectation (8.0-8.9 points)	3 – Exceeds Expectations (9-10 points)
Discussion (10 points)	Post is not complete, not written in a clear manner OR post is missing critical components of the question. Responses to classmates are not complete, missing critical components OR feedback is not thoughtful. Initial post is not completed prior to Thursday at 11:59PM.	Post presents most elements of the question OR all elements discussed in a brief manner. Responses to classmates present most elements in a brief manner. Initial post is completed prior to Thursday at 11:59PM.	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Initial post is completed prior to Thursday at 11:59PM.

2. **Children/Adolescent Issues Paper (100 points):** The student will submit a 10- to 15-page, APA-formatted paper on a child or adolescent issue (e.g. ADHD, Reactive Attachment Disorder, Substance Abuse, etc.) and applications for facilitating improvement, management, or resolution of implications of the issue. Detailed instructions for this paper will be provided in D2L.

Children/Adolescent Issues Paper Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Area(s) of Concern/Need	Literature review was vague and	Literature review was fairly clear and	Literature review was clear and

Literature Review (5 points)	incomplete; no empirical evidence provided; not representative of graduate level work (0-3.4 points)	missing one or two key points; empirical evidence provided; representative of graduate level work (3.5-4.6 points)	complete with no missing information; empirical evidence provided; representative of graduate level work (4.5-5 points)
Statement of the Problem (5 points)	Statement of the problem was incomplete or missing; no evidence of using previous literature to investigate others' methods of inquiry; not representative of graduate level work (0-3.4 points)	Statement of the problem was fairly complete or missing only one or two key points; evidence of using previous literature to investigate others' methods of inquiry; representative of graduate level work (3.5-4.6 points)	Statement of the problem was complete with no missing information; evidence of using previous literature to investigate others' methods of inquiry; representative of graduate level work (4.5-5 points)
Means for addressing the issue (5 points)	Means for addressing the issue was not addressed or addressed vaguely; no mention of how to disseminate research findings (0-3.4 points)	Means for addressing the issue was missing one or two key points; mentioning of how to disseminate research findings (3.5-4.6 points)	Means for addressing the issue was thoroughly addressed without any missing information; mentioning of how to disseminate research findings (4.5-5 points)
APA Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work. (0-3.4 points)	Some APA errors (3-4 errors). Good quality indicative of graduate level work. (3.5-4.6 points)	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work . (4.5-5 points)

3. **Final Exam (100 points):** The goal of the final exam is to assess your knowledge of various theoretical perspectives and means for addressing issues within the field. A final exam review will be posted in D2L.

Final Exam Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Grade Percentage on Quiz	Less than 80% correct on all quiz items (0-29 points)	Between 80% and 89% correct on all quiz items (30-34 points)	Greater than 89% correct on all quiz items (35-40 points)

GRADING

Final grades in this course will be based on the following scale:

90% - 100% A
80% < 90% B
70% < 80% C
60% < 70% D
       < 60%   F

Assignment/Assessment	Point Value
D2L Discussions (10 points each)	100
Children/Adolescent Issues Paper	100
Final Exam	50
Class Participation	50
Total	**300**

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical

issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.

Device	Operating System	Browser	Supported Browser Version(s)
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions *8 Mbps* is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
  Pop-ups are allowed.
  JavaScript is enabled.
  Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

FLEXIBLE COURSE CALENDAR
(subject to change at the discretion of the instructor)

Week/Date	Topic	Reading	Assignment
Week 1	Course Overview/Syllabus Introductions/ Wellness Check-in		**Discussion Post 1**
Week 2	The Counseling Process	Chapters 1 & 3	**Discussion Post 2**
Week 3	Child/Adolescent Development	Chapter 2	**Discussion Post 3**
Week 4	Legal & Ethical Considerations	Chapter 4	
Week 5	Child-Centered Counseling	Chapter 6	**Discussion Post 4**
Week 6	Gestalt Counseling	Chapter 7	**Discussion Post 5**
Week 7	Adlerian Counseling	Chapter 11	**Discussion Post 6**
Week 8	Cognitive-Behavioral Therapy	Chapter 13	**Discussion Post 7**

Week 9	Solution-Focused Brief Counseling	Chapter 10	**Discussion Post 8**
Week 10	Group Counseling	Chapter 18	**Discussion Post 9**
Week 11	Play and Activity Therapy	Chapter 17	
Week 12	Filial Therapy and Parent Training		**Discussion Post 10**
Week 13	Working with LGBTQ+ Youth		
Week 14	Working with Self-Injury		**Children/Adolescent Issues Paper due**
Week 15	Suicide Assessment/ Intervention		
Week 16			**Final Exam due**