



COUN 534: COUNSELING CHILDREN AND ADOLESCENTS

Course Syllabus: Fall, 2024
Online Web-Based Course

INSTRUCTOR INFORMATION

Instructor: Dr. Lorry Royal, LPC, NCC, CSC

Office Location: Virtual

Office Hours: Virtual, by appt.

University Email Address: lorry.royal@tamuc.edu

Preferred Method of Communication: email

Communication Response Time: 24-48 hours, Monday-Friday (excluding holidays)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Henderson, D. & Thompson, C.L. (2016). *Counseling children*. (9th ed.).
Cengage. ISBN: 9781285464541

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Note: This course will use D2L as its Learning Management System

***Supplemental readings as assigned.*

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.

The syllabus/schedule are subject to change.

Catalog 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 degree with a 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 (2016) Chapters 19 & 20; Ramirez & Meadows (2018) - Discussion Post	1. Final Exam 2. Discussion Post	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: Qato, Alexander, Guadamuz & Lindau (2018)	1. Final Exam 2. Discussion Post	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 (2016) Chapter 3; Ramirez & Meadows (2018)	1. Final Exam 2. Discussion Post	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

TE_xES Competencies Related to this Course (*TE_xES 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.

Assignments/Assessments

The syllabus/schedule are subject to change.

1. **Discussion Boards (4 points for each discussion; 40 points total).** You will have a total of 10 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 goal of discussion posts is to stimulate conversation surrounding the research, challenge any preconceived notions relevant to research and the counseling profession, and expand your thoughts on counselors' roles in research.

The rubrics for both discussion and response posts are below. For the weeks with discussion posts, they are released on the day of class and are due in the following order: (a) the **initial post is due by Wednesday at 11:59 p.m. of that week, and (b) the response posts are due Sunday by 11:59 p.m.** However, feel free to post earlier than Wednesday. Please note that no late postings will be accepted and will affect your participation grade. Once the discussion closes, it is closed for the class.

Discussion Post Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectations
Discussion Post Qualities	Post is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work (0-2.7 points)	Post presents most elements of the question OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors (2.8-3.3 points)	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors. (3.4-4 points)

Response Post Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectations
Response Post Qualities	Response is not complete, missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and not consistent with graduate-level work.	Response presents most elements in a brief manner. Response is evident of graduate-level work with some grammatical/APA errors.	Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate-level work with few to no grammatical/APA errors.

2. **Children/Adolescent Special Topics Paper (20 points):** The student will submit an 8-10 page, APA-formatted paper over a child or adolescent issue and include the theoretical orientation you would utilize as well as applications for facilitating improvement, management, or resolution of implications of the respective issue.

Examples include:

- Counseling youth with an incarcerated parent
- Counseling youth who have experienced trauma/abuse
- Counseling youth with anxiety
- Counseling youth with depression
- Counseling youth with disruptive behavior disorders
- Grief counseling with youth
- Counseling youth with ADHD
- Counseling youth struggling with their sexual orientation and/or gender identity
- Counseling youth in the foster care system
- Counseling youth with eating disorders
- Counseling youth who engage in self-injury
- Counseling youth with Reactive Attachment Disorder
- Counseling youth with substance abuse

For this assignment:

- a) Develop an APA formatted resource list to include *at least 2* books, 5 peer-reviewed journal articles, and 3 credible websites, which are helpful when counseling youth with this presenting concern.

- b) Provide a paper that reviews/synthesizes important information about your special topic from the resources you identified. (This should be in-depth and between three to four pages.)
- a. Be sure to appropriately cite, in APA format, the sources from which you found your information.
 - b. This means ANYTIME you utilize information from another source, it should be appropriately cited. Even if it is an idea or concept from another source, you must cite the source.
 - c. At the graduate level, direct quotations should be used minimally. If you decide to directly quote a source, it should only be done when you cannot restate the contents in your own words. Also, if you directly quote a source, be sure to use quotations and page numbers. *(Utilize the APA 7th course module and resources to help with formatting! The TAMUC is also available and FREE to students. <https://www.tamuc.edu/writing-center/>)*
- c) Next, identify a counseling theory you would use when working with a child/adolescent with this presenting concern and why you believe it would be appropriate. (This should be between one to two pages.)
- d) Finally, identify a specific age of a child/adolescent with this concern you would like to work with and develop a creative activity/experience (include in-depth details) which would be appropriate to use with this child/adolescent. Describe why you chose this activity and how the activity/experience fits with your theory. (This portion should be between two to three pages.)

Your paper should be no less than 8 pages but no more than 10. The APA title page and reference page(s) are not included in the page count. Additional information for this assignment will be included within your course.

Children/Adolescent Special Topics Paper Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Area(s) of Concern/Need Literature Review (5 points)	Literature review was vague and incomplete; no empirical evidence provided; not representative of graduate level work (0-3.4 points)	Literature review was fairly clear and missing one or two key points; empirical evidence provided; representative of graduate level work	Literature review was clear and complete with no missing information; empirical evidence provided; representative of

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		(3.5-4.6 points)	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)

1. **Final Exam (40 points):** The final exam will be comprehensive in nature and will consist of 40 multiple-choice, true/false, and matching questions. You will have a 3-hour block of time to complete the exam. The exam will cover the reading, materials, and resources found within the course modules. The goal of the final exam is to test your knowledge of various theoretical perspectives and means for addressing issues in the field, as well as apply that knowledge to practice. Generally speaking, multiple-choice, true/false, or matching items test your content knowledge, while free response items test your ability to apply content knowledge to practice.

Final Exam Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Grade	Less than 80%	Between 80% and	Greater than 89%

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Percentage on Quiz	correct on all quiz items (0-29 points)	89% correct on all quiz items (30-34 points)	correct on all quiz items (35-40 points)
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GRADING

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

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Assignment/Assessment	Point Value
Discussions (4 points each)	40
Children/Adolescents Special Topics Paper	20
Final Exam	<u>40</u>
Total points possible = 100	

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 100. The resulting value is multiplied by 100 to yield a percentage. For example: $(80 \text{ [points earned]}/100) \times 100 = 80\%$

LATE ASSIGNMENTS

Assignments are due by 11:59 pm on the date noted in the syllabus unless an announcement has been posted. Occasionally, students require “extra” time to complete an assignment. I do understand that life happens! If you will communicate with me as soon as possible, I will consider extensions for assignments when extenuating circumstances arise. If I do not hear from you and nothing has been submitted, the grade will remain unchanged.

I cannot accept late Discussion Board posts, as once they are closed, the class “conversation” has ended for that week.

Grading: An instructor does not give grades. Students earn grades based on the time and effort put into the assignment, along with following the instructions and rubric provided. If you approach your classes with this understanding, you will do great!

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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, D2L supports 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.
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)
<http://www.java.com/en/download/manual.jsp>

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- 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 coursework 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.

The syllabus/schedule are subject to change.



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>

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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/>

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Student Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. <https://www.tamuc.edu/telus/>



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.

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TEXAS A&M UNIVERSITY
COMMERCE
COURSE OUTLINE / CALENDAR

**The syllabus/schedule is subject to change.*

Flexible Course Calendar

Date	Topic	Readings	Assignments
Week 1	<ul style="list-style-type: none"> • Course Overview/Syllabus Review • Introductions/Wellness Check-in • Introduction to a Child's World 	Chapter 1	*Reminder: Initial posts are due by Wednesday at 11:59 pm with responses due by Sunday at 11:59 pm. Discussion Post 1
Week 2	Child/Adolescent Development & Cultural Considerations	Chapter 2	Discussion Post 2
Week 3	The Counseling Process	Chapter 3	Discussion Post 3
Week 4	Legal and Ethical Considerations for Counselors	Chapter 4	
Week 5	Child-Centered Counseling	Chapter 6	Discussion Post 4
Week 6	Gestalt Counseling	Chapter 7	Discussion Post 5
Week 7	Adlerian (Individual) Counseling	Chapter 11	Discussion Post 6
Week 8	Cognitive-Behavioral Therapy	Chapter 13	Discussion Post 7
Week 9	Reality Therapy and Solution-Focused Counseling; Brief Approaches	Chapters 9 & 10	Discussion Post 8
Week 10	Group Counseling with Children and Adolescents	Chapter 18	Discussion Post 9
Week 11	The Use of Play and Activity Therapy	Chapter 17	
Week 12	Filial Therapy and Parent Training; Consulting with Parents and Teachers	Chapter 15 & 16	Discussion Post 10
Week 13	Counseling Children with Special Concerns/Self-Injury	Chapter 19 *Add. reading assigned in D2L	
Week 14	THANKSGIVING/FALL BREAK	REST!	RELAXATION!
Week 15	Counseling Children with Disabilities	Chapter 20	Children/Adolescent Special Topics Paper due Wed., Dec. 4th
Week 16	Online Final Exam	Online Final Exam	Final Exam Due Tues., Dec. 10th

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