

COUN 534: COUNSELING CHILDREN AND ADOLESCENTS
Spring 2013
On-Line Course

Instructor:

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Office Hours: A meeting can be scheduled for consultation. Just send an e-mail and I should respond within 24 hours.

Course Description:

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.

Course Information:

This course is required of all students seeking 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.

Textbooks:

Thompson, C. L., Rudolph, L. B., & Henderson, D. (2010). *Counseling children*. (8th ed.). Belmont, CA: Brooks/Cole.

Ferguson, S. (2002). *What parents need to know about children*. Dallas, TX: Ludic.

COURSE OBJECTIVES:

1. demonstrate understanding of issues that may affect the development and functioning of students (e.g., self-injury, childhood depression and suicide)
2. demonstrate understanding of approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.
3. demonstrate understanding of strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children;
4. ethical and legal considerations as related specifically to counseling children and adolescents (e.g., the ACA Code of Ethics).
5. identify developmental theories (i.e., Piaget & Erikson) and their contribution to understanding children and adolescents.
6. demonstrate understanding of applying developmental theory to therapeutic interventions.
7. describe the use and value of expressive arts techniques with children, pre-adolescents, and adolescents.

CONTENT AREAS:

- I. Child/adolescent development
 - A. Piaget
 - B. Erikson

- II. Childhood/adolescent disorders and issues
 - A. Depression
 - C. 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 THAT RELATE 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.

ACCOMMODATIONS FOR 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 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

ATTENDANCE AND LATE POLICY:

While, this is a totally on-line course it is also an experiential class. It is very important that you participate in the on-line discussion questions, the paper, and the on-line exam. Turning in the paper late will result in a 10-point deduction for each day the assignment is late. A point will be deducted from each day after the deadline the discussion question is not answered.

COURSE REQUIREMENTS/GRADING:

1. *Submit* a 10 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 respective issue. The 10 pages include a title page and reference page(s). **Paper due on April 25.**
2. *On-line Discussion*- Two separate questions will be posted on **February 4** and **March 25**, respectively. Each student is required to submit a response to the initial question and two separate responses to responses provided by fellow students. The initial response is worth 5 points and each response to fellow students is worth 2.5 points each. For the first question, students have from **February 4-9** to complete the required responses. For the second question, students have from **March 25-29** to complete the required responses.
3. *Exam*- One exam that includes approximately 50 objective questions open **April 29-May 3**. The exam will be offered on-line. Three hours will be provided to complete the exam. Once the exam is opened, the student must complete the exam in that three hour period. There is no starting and stopping!

Grade Assignment

Child/Adolescent Issue Paper	60 points
On-line Discussion Questions 2 @ 15 points each	30 points
<u>Exam</u>	<u>100 points</u>
Total	190 points

A=172-190 points B=154-171 points C=136-155 points D=118-135 points F=117 or fewer points

Tentative Course Schedule

Week of 1/14 (1)	Child Development Reading: T&H (Chapters 1 & 2)
Week of 1/21 (2)	Child-Centered Counseling Reading: T&H (Chapter 6)
Week of 1/28 (3)	Adlerian Counseling Reading: T&H (Chapter 11)
Week of 2/04 (4)	On-line Discussion begins 2/04 and ends 2/08
Week of 2/11 (5)	Gestalt Counseling Reading: T&H (Chapter 7)
Week of 2/18 (6)	Reality Therapy and Solution-Focused Approach Reading: T&H (Chapters 4 & 5)
Week of 2/25 (7)	Filial Therapy and Parent Training
Week of 3/04 (8)	Self-Injury Reading: T&H (Chapter 18)
Week of 3/11 (9)	Spring Break. No class assignment.
Week of 3/18 (10)	Consulting with Parents and Teachers Reading: T&H (Chapter 16) and Chapters 3, 4, 8 & 9 from the Ferguson book
Week of 3/25 (11)	Group Approaches in working with children Reading: T&H (Chapter 17) On-line Discussion begins 3/25 and ends 3/29
Week of 4/01 (12)	Play Therapy Reading: T&H (Chapter 14) and Chapters 6 & 7 from the Ferguson book
Week of 4/08 (13)	Working with Children with Special Needs
Week of 4/15 (14)	Ethics with Children and Adolescents Reading: T&H (Chapter 20)
Week of 4/22 (15)	Work on paper due on later this week Paper Due on 4/25
Week of 4/29 (16)	On-line Final Exam open 4/29 – 5/03