



Course Information

Course Title, Number, & Section Number: Techniques in Counseling Children and Adolescents

Term & Year:

Number of Credits: 3 credits

Course Location: Online/Face to Face

Dates & Times:

Face to face session: Friday, July 10th from 5-10pm, **Brophy Center, room 211**

Additional face to face sessions to be determined on July 10th due to COVID-19 Precaution Plan

Zoom sessions: Friday, July 24th from 5-10pm; Friday, August 7th from 5-10pm

Online modules, activities, and assignments to be posted weekly for student review and completion.

Instructor Information

Name of Instructor:

Instructor Contact Information:

Email:

Cell Phone:

Instructor Preferred Method/ Times for Student Contact: Virtual office hours are on *Wednesdays from 6-7pm*.

Attendance is optional though this hour may be valuable to your learning to ask questions about assignments or material or further process readings and lectures throughout the course. If you are unable to attend the virtual office hour, and wish to meet, please contact instructor via email to set up another appointment. Email is the best method to contact me with questions or concerns. I will return emails to students within 48 business hours.

Course Description

This course provides an overview of theories and basic skill development for developing competency in child/adolescent assessment and counseling. Ethical dilemmas inherent in work with these populations will be addressed. Prerequisite: 530, 540.

Required Course Materials

Required:

- Henderson, D. A., & Thompson, C. L. (2016). *Counseling children* (9th ed.). Cengage Learning.

Program Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors who can build professional helping relationships, provide empirically supported techniques in a variety of settings and integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Course Instruction Methodology

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual grades will be influenced by the level of

respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by students. Furthermore, this course will contain lectures, videos, large and small group discussions, individual evaluation reviews, and experiential activities. Students will be asked to read the textbook and/or other reading materials to support their learning.

Diversity and Inclusion Statement

It is my intention that students from all diverse backgrounds and perspectives be well-served by this course; that students' learning needs be addressed both in and out of class; and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity and demonstrate inclusion of gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. As differing perspectives and worldviews will be presented throughout course activities and discussions, it is critical students feel as if they are heard and respected throughout their learning in this course. Please be respectful of others' emotions and be mindful of your own.

Course Student Learning Outcomes

Course Objectives (CACREP) As a result of successfully completing this course, the student will:

1. Review and synthesize an understanding of evidence-based practices for diagnosis, assessment, and counseling of multicultural youth population
2. Select and adapt a skills- or intervention-based counseling techniques to implement with youth
3. Students will demonstrate the foundational framework for establishing a therapeutic alliance with clients while considering professional development
4. Demonstrate an understanding of key concepts and theoretical foundations in counseling youth
5. Explore the psychological needs of the child/adolescent throughout PK-12, utilizing theory and human development initiatives.

COUN 571 Standards/Alignment Chart

The curriculum is also designed to enhance a student's professional identity and counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP standards and the WI School Counseling Program Guidelines as explicated through specific assignments as noted below.

Student Learning Outcomes	2016 CACREP Standards	Activities & Assignments
1. Review and synthesize an understanding of evidence-based practices for diagnosis, assessment, and counseling of multicultural youth population	<p><i>(2.F.2.c.) Multicultural counseling competencies</i></p> <p><i>(2.F.5.g.) Essential interviewing, counseling, and case conceptualization skills</i></p> <p><i>(2.F.7.b.) Methods of effectively preparing for and conducting initial assessment meetings</i></p>	<p>Choice Assignment</p> <p>Integrated Writing Assignment</p> <p>Lectures, readings and discussions, case studies, role-plays</p>
2. Select and adapt a skills- or intervention-based counseling techniques to implement with youth	<p><i>(2.F.5.d.) Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.</i></p> <p><i>(2.F.5.g.) Essential interviewing, counseling, and case conceptualization skills.</i></p>	<p>Counseling Techniques Activity</p> <p>Integrated Writing Assignment</p> <p>Discussion Forums</p>

	<i>(5.G.3.f.) Techniques of personal/social counseling in school settings</i>	Lectures, readings and discussions, case studies, role-plays
3. Identify and analyze stance on therapeutic alliance and interventions with youth while considering professional development	<i>(2.F.5.n.) Processes for aiding students in developing a personal model of counseling</i>	Counseling Techniques Activity Integrated Writing Assignment Discussion Forums Lectures, readings and discussions, case studies
4. Demonstrate an understanding of key concepts and theoretical foundations in counseling youth	<i>(2.F.5.a.) Theories and models of counseling</i>	Counseling Techniques Activity Integrated Writing Assignment Discussion Forums Lectures, readings and discussions, case studies, role-plays

Student Learning Outcomes	Standards (WI School Counseling: Licensing Program Guides)	Assignments
5. Explore the psychological needs of the child/adolescent throughout PK-12, utilizing theory and human development initiatives.	<i>1. Demonstrate an understanding of the psychological, theoretical, and sociological foundations of human development, learning, and behavior. (WI SC #1)</i>	Integrated Writing Assignment

Evaluation Method

Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual grades are subjectively assigned by your instructor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by students. Furthermore:

- Students will be assessed based on knowledge obtained through the course readings and class discussions.
- Students will be assessed on skill by demonstrating competence in the various skills and stages in child and adolescent counseling. Skill competency assessment will be based on assignments, class discussions, and quizzes.
- Students will be assessed on their Counselor Competency and Fitness, demonstrating knowledge and basic skills in counseling youth.

Discussion Forums
(20 points)

Counseling
Techniques Activity
(30 points)

Choice Assignment:
Multicultural
Populations

Integrated Writing:
Counseling

Knowledge Check
(30 points)

(60 points)			Framework and Development (100 points)	
8%	12.5%	25%	42%	12.5%

Grading Scale:

A	95-100%	C	73-78%
A/B	90-94%	C/D	68-72%
B	84-89%	D	61-67%
B/C	79-83%	F	<61%

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog:

<https://www4.viterbo.edu/node/28556#Attendance>

Missing Class

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors such as unsolicited talking, coming late, leaving early, and cell phone use during class will not be tolerated. As this course requires online formatting, laptops and other technologies may be used to stream Zoom and engage in modules/lectures. Challenge yourself to remain engaged by participating in discussion and taking notes. In addition, no audio recording or videotaping is allowed without the instructor's consent. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo’s goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students’ work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.