



Course Information

Course Title, Number, Term and Year: Advanced Counseling for Children & Adolescents
COUN 572-001

Number of Credits: 3

Course Location, Dates, and Times: Murphy Center, 444, Friday, 9/11/20, 5-10p; Saturday, 9/12/20, 8a-5p; Friday, 9/25/20, 5-10p; Saturday, 9/26/20, 8a-5p; Friday, 10/9/20, 5-10p; Saturday, 10/10/20, 8a-5p

Instructor Information

Name of Instructor:

Instructor Contact Information:

Instructor Preferred Method/ Times for Student Contact: Please allow 48 hrs. for a response to emails; if I have not returned your email by then, please feel free to reach back out. Office hours available weekly in-person and online by appointment.

Course Description

This course provides an in-depth exploration of skill development for competency in child/adolescent assessment and counseling. Theoretical bases will be presented. Focus will be on diagnostic and treatment practices and role-play with youthful clients. Culture, environment, and ethical dilemmas inherent in work with youthful populations will be included. Prerequisite: COUN 571.

Course Instruction Methodology

This course will contain lectures, videos, large and small group discussion, personal reading and reflection, student-led learning, and experiential activities in and outside the classroom.

Required Course Materials

Siegel, D. (year). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind.*

Bantam. ISBN: 978-0553386691

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Siegel, D. (year). *Brainstorm: The power and purpose of the teenage brain.* Tarcher Perigee. ISBN: 978-1585429356

O'Connor, K., Schaefer, C., & Braverman, L. (year). *The handbook of play therapy.* Wiley. ISBN: 978-1118859834

Ray, D. (year). *A therapist's guide to child development: The extraordinary normal years.* Routledge. ISBN: 978-1138828971

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 Student Learning Outcomes

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

1. Develop a deeper understanding of the factors that play into human development, specific to the experiences of children and adolescents (CACREP: 2.F.3.f., 2.F.3.e., 5.C.1.b.)
2. Apply personal and professional reflection to aid students in developing their unique model of counselor for children and adolescents (CACREP: 2.F.1.k., 2.F.5.n.)
3. Demonstrate the promotion of resilience and wellness via ethical and culturally-responsive practices (CACREP: 2.F.3.i.)
4. Demonstrate empirically supported therapeutic interventions in working with children and adolescents (CACREP: 5.C.3.b.)

Student Learning Outcomes	CACREP Standards	Activities & Assignments
Develop a deeper understanding of the variety of internal and external factors that play into child and adolescent development through theory exploration.	<i>2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior;</i> <i>2.F.3.e. Biological, neurological, and physiological factors that affect human development, functioning, & behavior;</i> <i>5.C.1.b. Theories and models related to clinical mental health counseling</i>	- Theory Presentation -Course readings -Small/large group discussion -In-class videos and handouts
Apply personal and professional reflection to aid students in developing their unique model of counselor for children and adolescents.	<i>2.F.1.k. Practice strategies for personal and professional self-evaluation and implications for practice;</i> <i>2.F.5.n. Processes for aiding students in developing a personal model of counseling</i>	-Role Plays & Mock Sessions -Course readings -Small/large group discussion -In-class videos and handouts
Demonstrate the promotion of resilience and wellness via ethical and culturally-responsive practices, including case notes.	<i>2.F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan;</i> <i>5.C.2.m. Record keeping and other practice and management issues in clinical mental health counseling</i>	- Technique Group Presentation -Course readings -Small/large group discussion -In-class videos and handouts
Demonstrate knowledge and application of empirically supported therapeutic interventions for working with children/adolescents	<i>5.C.3.b. Techniques for the prevention and treatment of a broad range of mental health issues.</i>	-Technique Group Presentation -Final Presentation of Mock Sessions

Evaluation Method

Attendance and participation – students are expected to arrive to class prepared, having read all necessary materials and ready to engage in discussion with peers. Attendance does not equate participation. A significant part of the course will be experiential, meaning students will be asked to reflect upon and share with others how the course content applies to their lives.

Theory Presentation – Each student will present one theory for counseling children and adolescents to the rest of the class. See Appendix A for an example of the rubric that will be used to grade this assignment. Presentations should last approximately 30-45 minutes. Creativity is encouraged, and all presentations must be interactive (somehow include your audience; do not simply talk at us for an hour). Suggestions to prepare for your presentation are below. **Be sure to sign up for your theory by the end of our initial class meeting.** (CACREP 2.F.3.e., 2.F.3.f., 5.C.1.b.)

- Video or some visual/audio to present in class
- Handout or peer reviewed article to discuss/for students to take with them
- Prompts for in-class discussion
- Activity or reflection to allow experiential learning/processing of knowledge
- Additional creative resources/presenter's choice

Technique Group Presentation – Students will present a counseling technique appropriate for use with children and/or adolescents. Techniques should be evidence-based or supported by research. Presentations will be given in groups of 2-3 students. See Appendix B for an example of the rubric that will be used to grade this assignment. The group should come prepared to present for approximately 30 minutes. (CACREP 2.F.3.i., 5.C.3.b.)

In-class role plays – Students will complete a total of 3 role-play sessions with a peer from the class. Each role play will be worth 10 points, for a total of 30 points possible. Role plays will be observed by at least one other person (peer or instructor) in order to provide feedback to the student acting as counselor. See Appendix C for a role play observation form to be completed following each role play. Role play vignettes and case scenarios can be provided to students acting as the client if needed. Students are expected to be respectful when giving feedback to others and to listen with open minds and hearts when on the receiving end of feedback. The primary purpose of these role plays is to prepare you for your mock client sessions and final. (CACREP 2.F.1.k., 2.F.5.n., 5.C.3.b.)

Final Presentation of Mock Sessions – Upon completing 3 in-class role plays and receiving feedback, students will seek out a child or adolescent to serve as a mock client, solely for the purpose of this class. You will complete 3 mock sessions with this child or adolescent; each session needs to be recorded so that I can provide appropriate feedback about your verbal and nonverbal counseling skills. You will need to create an informed consent document for the parent or guardian of your mock client to sign. You will also complete a case note for each session (professor will provide case note example). After the first and second mock sessions, you are invited to meet one-on-one with me to discuss your strengths, growth edges, etc. Upon completion of your third and final mock session, you will present clips from each of the videos to our class to serve as your final for the course. These clips should show both moments of connection and success as well as moments of struggle or disconnection. See Appendix D for an example of the rubric that will be used to grade this assignment. (CACREP 2.F.1.k., 2.F.5.n., 5.C.3.b.)

Grading Scale:	A	95-100%	C	75-79%
	A/B	90-94%	C/D	70-74%
	B/	85-89%	D	65-69%
	B/C	80-84%	F	<64%

Instructor Late Work Policy

You may always request an extension; however, do not take advantage of my kindness. If you are genuinely struggling, shoot me an email or set up a meeting with me so we can collaboratively come up with a game plan for you to complete your work. If I am not contacted about late work (or if late work did not receive prior approval), students may still submit assignments but will lose 5% of points possible for each day the assignment is late.

Attendance Policy

Experiential class and dyad/triadic processing activities that provide opportunities to interact with and learn from peers are significant factors in students' educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and presentations at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners).

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the course will result in no credit, unless appropriate makeup work is completed. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor **before** the missed class. Furthermore, missing more than one class for any reason may result in a No Credit evaluation.

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.

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.

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.

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 at 796-3190.

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.

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).