

Course Syllabus
COUN 5330 Counseling Children and Adolescents
Summer 2022

Course Information:

Instructor: Erin M. West, Ph.D.

Time: On Line

Office: HPR 214

Email: ewest@uttyler.edu (preferred contact)

Phone: 903.566.7208

Office Hours: By appointment. I have a flexible schedule this summer to meet with students via zoom when needed. Let me know if it would be helpful for us to meet.

Readings/Required Text:

Kress, V. E., Paylo, M. J., & Stargell, N. A. (2019). Counseling children and adolescents. Pearson: NY.

Course Catalog Description:

Examines the relevant counseling theories and techniques as they apply to children and adolescents. Includes interventions for children with emotional and behavioral disorders.

Student Learning Outcomes and Assessments:

This is a survey course that assumes students are familiar with fundamental counseling theories, skills, and techniques. In this course students are expected to develop a thorough understanding of child and adolescent psychological disorders and the theory and application of empirically supported interventions for these disorders. **As a result of this course:**

1. Students will be familiar with common emotional and behavioral disorders of children and adolescents.
2. Students will be familiar with major evidence based interventions used with children and adolescents.
3. Students will be able to identify appropriate Evidence Based Interventions for major disorders.
4. Students will understand cultural, developmental, and environmental factors that impact treatment.
5. Students will be familiar with emerging trends in the treatment of children and adolescents with psychological disorders.

Methods of Instruction:

This is an online course. It is expected that you will spend an average of 6+ hours working on the modules for this course each week. The course materials will be housed on Canvas. This class will consist of a collaborative learning community in which all participants share responsibility for the learning process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Lectures, videos, assigned readings, and online activities will provide a basis for discussion. Academic integrity is expected from each student and plagiarism from any source will not be tolerated.

Course Policies:

Due to the online nature of this course, it is essential that you remain acutely aware of the due dates for assignments and modules. **All modules (which includes module activities, assignments, and discussion board posts) are due by 11:59 pm Sunday Central Time.** I understand that this “due

date” may not be ideal for everyone, but I wanted to give you the full week to complete your assignments and allow those of you who work full time to have the option to complete the assignments during the week or on the weekend. You have the personal choice to submit the assignments or complete the modules anytime throughout the week. Because of this flexibility, late assignments or late completion of modules will not be accepted. The instructor will do her best to attend to all questions submitted via email (ewest@uttyler.edu) in a timely manner but anything received after 5:00 pm on the Friday before an assignment is due may not be responded to in time. Because of this, I ask that you please be proactive in starting your assignments.

Evaluation and Grading:

Modules: There are 11 modules (1 for each week) to be completed for this class. Each module contains readings which should be completed that week, and different activities (e.g., discussion posts, videos, reflections, ethical dilemmas, skills recordings). You can earn a total of 10 points for each module for thoroughly completing the module and all assignments/activities associated with it on time (prior to 11:59 pm central time on the Sunday at the end of the week). **Late module completions will not be accepted** (unless documented proof of emergency circumstances have occurred).

Final Exam: The final exam is a comprehensive multiple choice exam worth 100 points. A study guide will be provided one week prior to the exam.

Special Topics Project: Identify a special topic (diagnosis or presenting concern) related to counseling children and adolescents that is of interest to you. **You must have your topic approved by the instructor.**

Examples include:

- Working with youth with an incarcerated parent
- Working with youth who have experienced abuse
- Counseling youth with anxiety
- Counseling youth with depression
- Counseling youth with disruptive behavior disorders
- Working with youth who have experienced a death in the family
- Counseling youth with ADHD
- Counseling youth on the autism spectrum
- Working with LGBT youth
- Counseling youth in the foster care system
- Eating disorders and youth
- The school counselor’s role in closing the achievement gap
- Working with youth who experience bullying
- Working with youth who bully others
- Suicide prevention with youth
- Counseling youth who engage in self injury

This project consists of the following components:

1. (30 Points) **An APA formatted annotated bibliography** of 5 recent (within the past 15 years) peer-reviewed journal articles related to evidence based treatment of the presenting concern.
 - a. An annotated bibliography means you provide the APA formatted source followed by a paragraph (i.e., 5-7 sentences) that summarizes the article (findings, important points, key take-aways)

2. (15 Points) **A list of at least 10 county (or surrounding) resources** which may be helpful to youth with this presenting concern and their families (please provide a brief description of the services each organization provides).
 - a. Resources can include anything from mental health services to food banks, to clothing centers (think broad).
3. (15 Points) **Three reputable websites** which parents or youth can turn to for support if struggling with this presenting concern (please provide a brief description of each website)
4. (30 Points) **A three-page reflection paper** including your thoughts on the sources you gathered. In this reflection please include:
 - a. What interests you in this special topic/ why you want to work with youth with this presenting concern?
 - b. What new things did you learn about this population from completing this project?
 - c. What surprised you with the resources you found?
 - d. What else do you want to learn to be able to work effectively with this population of youth? How are you going to pursue this knowledge?

Also feel free to include any other thoughts on the resources you found.
5. (10 Points) Writing & Grammar
 ***Think of these parts as 4 sections of one paper. Please make sure to use APA format (including a title page)

Modules = Each worth 10 points = 100 points
 Special Topics Project = 100 points
 Final Exam = 100 points
Total Points Possible = 300 points

Tentative Class Schedule

Dates/Week	Topics	Assignments Due
Week 1 Due May 15	Developmentally & Systemically Informed Youth Counseling	Complete Module 1
Week 2 Due May 22	Ethical and Legal Foundations	Complete Module 2
Week 3 Due May 29	Counseling Theories with Youth	Complete Module 3
Week 4 Due June 5	Use of Play and Creative Arts in Counseling	Complete Module 4
Week 5 Due June 12	Conceptualizing and Directing Counseling	Complete Module 5
Week 6 Due June 19	Youth Suicide and Self Injury	Complete Module 6
Week 7 Due June 26	Family Transitions and Struggles	Complete Module 7
Week 8	Academic and SEL Struggles	Complete Module 8

Due July 3		
Week 9 Due July 10	Neurodevelopmental and Intellectual Struggles Disruptive Behavior Disorders	Complete Module 9
Week 10 Due July 17	Abuse & Trauma	Complete Module 10 SPECIAL TOPICS PROJECT DUE
Week 11 Due July 24	Anxiety and Related Disorders Depressive and Bipolar Disorders	Complete Module 11
Week 12 Due July 31	Final Exam	FINAL EXAM

DEPARTMENTAL POLICIES

Diversity, Equity, & Inclusion

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: *In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.*

Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.

- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC),

(<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004. (2012-2014 Graduate Catalog)

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website:

<http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being

used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade.)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See the Academic Calendar for the specific date.)

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via email) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire Department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonest, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. "Cheating" includes, but is not limited to:

- a. copying from another student's test paper;
- b. using during a test materials not authorized by the person administering the test;
- c. failure to comply with instructions given by the person administering the test;
- d. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program; using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution or computer program;
- e. collaborating with or seeking aid from another student during a test or other assignment without authority; discussing the contents of an examination with another student who will take the examination;
- f. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- g. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- h. paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
- i. falsifying research data, laboratory reports, and/or other academic work offered for credit;
- j. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- k. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

c. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

d. All written work that is submitted will be subject to review by SafeAssign™, available on

Blackboard.

UT Tyler Resources for Students

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. The Mathematics Learning Center, RBN 4021. This is the open access computer lab for math students with tutors on duty to assist students who are enrolled in early-career courses.
4. UT Tyler Counseling Center (903.566.7254)

CEP Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Appendix A: Special Topics Projects Rubric

Special Topics Project: Identify a special topic related to counseling children and adolescents that is of interest to you. **Your special topic does not need to be on this list but it must be approved by the instructor.**

Examples include:

- Working with youth with an incarcerated parent
- Working with youth who have experienced abuse
- Counseling youth with anxiety
- Counseling youth with depression
- Counseling youth with disruptive behavior disorders
- Working with youth who have experienced a death in the family
- Counseling youth with ADHD
- Counseling youth on the autism spectrum
- Working with LGBT youth
- Counseling youth in the foster care system
- Eating disorders and youth
- The school counselor's role in closing the achievement gap
- Working with youth who experience bullying
- Working with youth who bully others
- Suicide prevention with youth
- Counseling youth who engage in self injury

For this assignment:

- Develop an APA formatted resource list of at least 2 books, 5 peer reviewed journal articles, and 3 credible websites which are helpful when working with youth with this presenting concern.
- Provide a paper which reviews/synthesizes important information about your special topic from the resources you identified (this should be about two pages; you don't have to reference all 10 references in your resource list but you should reference some of them).
 - o Be sure to appropriately cite in APA format the sources from which you get your information.
 - o This means ANYTIME you get information from another source it should be appropriately cited. Even if it is an idea/concept from another source, you should cite it.
 - o At the graduate level, I expect that direct citations will be used minimally. If you decide to directly cite a source, it should only be done when you cannot restate contents in your own words. Also, if you directly cite a source be sure to use quotations and page numbers.
- 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 about one page). Finally, identify a specific age of a child/adolescent with this concern you would like to work with and develop a creative activity/experience which would be appropriate to use with this child/adolescent. Describe how this activity/experience fits with your theory (this portion should be about one page).
- This entire paper does not need to exceed 5 pages, but should be APA formatted. This includes an APA formatted title page. ***Please see the APA Manual if you need assistance with formatting.***

APA Formatted Resource List (2 books, 5 peer reviewed journal articles, 3 credible websites)	20 Points Possible
Synthesis of main points from resources	20 Points Possible
Theory of use and appropriateness for presenting concern of child/adolescent	20 Points Possible
Creative Counseling Activity/Experience	20 Points Possible
APA Format of Paper (Title Page, Grammar, Spelling, Etc.)	10 Points Possible
TOTAL	90 Points Possible