University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 603: Counseling Children Adolescents and Their Systems
Fall 2014
Course Syllabus

Instructors: Betty Cardona Ph.D., LPC
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Class Meets: Lowry Campus
Office: McKee Hall 287   Phone: (970)351-1627

Teaching Assistant: Christina Thomas, MA, LPCC
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Prerequisite: Successful completion of APCE 607: Theories of Counseling.

Course Description:
This course is intended to provide a comprehensive study of therapeutic approaches and
techniques for children and adolescents and is designed to develop students’ knowledge and
skills in the theory and practice of working with children. The course will focus on the
therapeutic involvement of significant others with children in a variety of settings and
emphasize the counseling process and collaboration with the community, family and school
systems. Contemporary issues and interventions addressed include: typical developmental
problems, creative interventions, crisis management, exceptional children, parenting skills,
multicultural considerations, and ethical concerns.

KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will:
1. Know theories of individual and family development and transitions across the
   lifespan (CACREP II.G.3.a).
2. Understand the effects of crises, disasters, and other trauma-causing events on
   persons of children (CACREP II.G.3.c).
3. Understand a general framework for exceptional abilities and strategies for
   differentiated interventions (CACREP II.G.3.e).
4. Understand human behavior, including an understanding of developmental crises,
   disability, psychopathology, and situational and environmental factors that affect
   both normal and abnormal behavior (CACREP II.G.3.f).
5. Understand theories for facilitating optimal development and wellness over the
   lifespan (CACREP II.G.3.h).
6. Know the principles and models of assessment, case conceptualization, theories of
   human development, and concepts of normalcy and psychopathology leading to
   diagnoses and appropriate counseling treatment plans (CACREP CMHC.G.1).
7. Understand the cultural, ethical, economic, legal, and political issues surrounding
   diversity, equity, and excellence in terms of student learning (CACREP SC.E.1).
8. Understand the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC.G.1).
9. Know the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs (CACREP SC.G.2).
10. Know strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children (CACREP SC.M.5).

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Student Learning Outcomes Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section II.G.3.a</td>
<td>Case Study &amp; Treatment Plan Presentation</td>
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<tr>
<td>Know theories of individual and family development</td>
<td>Treatment Plan Paper</td>
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<td>and transitions across the lifespan.</td>
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<td>Section II.G.3.c</td>
<td>Counseling Technique Presentation and Handout</td>
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<tr>
<td>Understand the effects of crises, disasters, and other</td>
<td>Treatment Plan Paper</td>
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<tr>
<td>Section II.G.3.f</td>
<td>Self-Analysis and Reflection Paper</td>
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<td>Understand human behavior, including an understanding</td>
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<tbody>
<tr>
<td>Section II.G.3.h</td>
<td>Understand theories for facilitating optimal development and wellness over the lifespan.</td>
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<tr>
<td>Section CMHC.G.1</td>
<td>Know the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.</td>
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<td>Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.</td>
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<td>Section SC.G.2</td>
<td>Know the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.</td>
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</table>
Section SC.M.5
Know strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

| Counseling Technique Presentation and Handout |
| Treatment Plan Paper |
| Case Study & Treatment Plan Presentation |

**Required Texts:**

**School Counseling Track:**

**Clinical and CFT Track:**

**Students are responsible for the information in the editions of the texts listed above. Should a student choose a different edition, they do so understanding that they may not have the most accurate/up to date information for assignments.**

**Recommended Texts:**


Course Objectives:

1. Students will understand various theoretical approaches and techniques for counseling children, adolescents, and their caregivers.
2. Students will understand prominent disorders experienced by children and adolescents (i.e., ADHD, conduct disorders, attachment disorders).
3. Students will develop a framework from which they can assess, conceptualize, and plan counseling interventions for children, adolescents, and their families.
4. Students will understand how and why to integrate the child’s significant others into counseling in diverse settings.
5. Students will be able to apply empirically informed treatments for children, adolescents, and their families.
6. Students will demonstrate an understanding of child and adolescent development and how developmental concerns impact the counseling process counseling.
7. Students will demonstrate an understanding of the impact of trauma on children and adolescents.
8. Students will understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in counseling youth.
9. Students will demonstrate an understanding of ethical and legal issues that pertain to counseling children and adolescents.

Instructional Methods:
To achieve the objectives of this course and address the course content, the instructors will employ a variety of teaching interventions that will include small group discussions, individual projects, lectures, role plays, facilitated reflection, and simulated activities.
Course Requirements/Assignments:

Attendance & Active Participation: 100 Points. Graduate students are expected to be responsible for regular and punctual class attendance. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions and in practice sessions of techniques derived from selected theories. All students will be involved in classroom role-plays and experiential exercises and should be prepared to participate in class discussions and activities. Please note that attendance is mandatory. If you expect that you will miss a class, I need to be notified in advance. Please note that your grade will be affected if a total of 4 hours of class are missed. Please see me if you feel that this may be a problem. Active participation is essential and will be evaluated in the following way:

Excellent (80-100) – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

Satisfactory (69-79) – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimally Acceptable (68-48) – Passive participation: present, awake, alert, attentive, but not actively involved.

Unsatisfactory (47 or less) – Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the discussion.

Self-Analysis and Reflection Paper: 100 points. Self-analysis and personal reflection are important tools to be utilized in maximizing session time spent with clients. In order to be an effective practitioner, it is important to be continually self-reflective. This assignment is an exercise to encourage self-analysis and personal reflection in order to effectively practice with children and adolescents. Please respond to the following questions (in 3-5 pages):

1. What do you remember about your own developmental history? What was developmentally significant for you as a preschooler? During elementary? As an Adolescent?
2. What skills do you perceive as your personal competencies for working with children and adolescents and why?
3. What do you perceive as your skill deficiencies and what could you do to improve these areas?
4. Which age group do you think would be the most interesting and/or challenging for you to work with as a school or mental health counselor and why?
5. With all this in mind, what would it take for you to become an effective counselor with children and adolescents?

Note: The assignment will be graded according to the clarity, depth, and degree of awareness and honesty displayed. You are not asked to reveal personal information of which they are not comfortable sharing. Use your own internal gauge to determine the content of this paper that both challenges you personally and professionally (requires a
degree of risk) and allows you to manage personal information in a safe and appropriate manner. Due date October 10th 2014.

Case Study and Treatment Plan Presentation: 100 points. Students will select a case from the case study book that matches their track (i.e., School or Clinical/CFT). The case study and treatment plan will then be presented in small groups. Presentations will consist of a brief description of the chosen case, reason for referral, diagnosis, treatment plan, and a discussion led by the presenter, regarding the use of treatment planning when counseling children and adolescents. Due date Nov 7th 2014.

Counseling Technique Presentation and Handout: 100 points. Students will present a counseling technique related to working with adolescents or children. The counseling technique presentation will consist of a brief description of the technique (5 minutes), a simulated counseling interaction in which the technique is appropriately utilized (10-15 minutes), and discussion, led by the presenter, regarding the use of the technique in counseling children and adolescents (10-15 minutes). At the time of your presentation, you will distribute a handout to all class members and instructors. Due November 9th 2014.

The handout will include the following information:

1. Brief description of the technique and needed materials
2. History/background of the technique
3. Purpose and rationale for use of the technique
4. Merits
5. Drawbacks or cautions
6. Skill or training requirements
7. Clientele of choice for use of the technique
8. Variations of/on the technique
9. References, 2 minimum

Treatment Plan Paper: 150 points. The instructors will provide a case example of a child or adolescent client for students to study. The assignment is to write a complete treatment plan for this client based on the outline provided. Be as specific as possible using what one has learned in the course to fully address the person’s issues, character, and problems in a professional manner. This assignment will be graded according to the appropriateness, clarity, consistency, and range of the treatment plan, in accordance with course materials in the lectures and texts.

Note: In your treatment plan, avoid using too much jargon. Assume that you are writing the treatment plan not only for yourself but other counselors and supervisors who may be reading it later on. Describe an approach that will address the person, taking into account his or her affect, cognition, behavior, social skills, personal history, family background, traumatic events and other information as provided in the case example. Due November 12th 2014
Grading:
- Attendance and Active Participation: 100 points
- Self-Reflection Paper: 100 points
- Technique Presentation: 100 points
- Case Study & Treatment Plan Presentation: 100 points
- Treatment Plan Paper: 150 points
TOTAL: 550 points

Grading Scale:
Final letter grades will be assigned based on the following distribution:
- A = 92% to 100%
- B = 82% to 91%
- C = 73% to 81%
- D = 68% to 72%
- F = 00% to 67%

Course Schedule:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>10/10/14</td>
<td>Syllabus</td>
<td>Read: Chapter 1</td>
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<tr>
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<td>Child &amp; Adolescent Development</td>
<td>Self-Analysis Paper</td>
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<td>Self-Analysis Paper discussions</td>
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<td>10/11/14</td>
<td>Child &amp; Adolescent Development, cont.</td>
<td>Read: Chapter 8</td>
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<td>Multicultural/Diversity Issues</td>
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<td>Ethical Issues</td>
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<td>Attachment</td>
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<td>Impact of Trauma on Children &amp; Adolescents</td>
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<td>10/2/13</td>
<td>Child &amp; Adolescent Case Conceptualization</td>
<td>Read: Chapters 2, 3, &amp;</td>
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<td>Child &amp; Adolescent Diagnoses</td>
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<td>Individual Counseling Processes &amp; Techniques</td>
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<td>Overview of Play Therapy</td>
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<tr>
<td>11/07/14</td>
<td>Working with Parents &amp; Families</td>
<td>Read: Chapters 5, 11, &amp; 13</td>
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<td>Counseling technique presentations</td>
<td>Case Study DUE November 7</td>
</tr>
<tr>
<td>11/08/14</td>
<td>Group Counseling with Children &amp; Adolescents</td>
<td>Treatment Plan</td>
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Presentation DUE
Read:
Chapters 7, 9, & 10

11/9/14 Counseling Special Populations (Exceptional Children/Adolescents, Special Needs, At-Risk Populations)

Counseling Technique Presentation DUE November 9

Treatment Plan Paper DUE November 12

Attendance Policy: Attendance: Readings and classroom discussion are critical. Because of the interactive format students are expected to attend ALL class sessions. You are expected to notify your instructor, via email, of any need to be absent from class. A student who misses more than four hours (consecutive or otherwise) will automatically receive a full letter grade reduction in his or her final grade and or may receive an incomplete for this course for this semester. Incompletes are the responsibility of the student and are to be completed in the next academic term.

Technology: Students are welcomed to use computers for note-taking only. The instructor reserves the right to ask a student to discontinue use of his or her computer if it is being used for other purposes (email, surfing the web, or gaming). All cell phones, Ipods, and other electronic devices are to be turned off during class time. If a student has a particular need (is on-call for work or has children at home) he or she is expected to notify the instructor prior to the beginning of class so that accommodations can be made.

Academic Conduct: Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior that is deemed unethical will be grounds for dismissal from the program.

Disability Statement: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Support Services at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.
<table>
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<th>Points</th>
<th>Possible</th>
<th>Points Earned</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>1</td>
<td>25</td>
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<td>Clearly stated technique, definition, and supporting information including specific strategies for adaptation with diverse populations with parallel material presented in the accompanying handout</td>
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<td>2</td>
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<td>Creativity of presentation to capture your participants’ attention and participation</td>
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<td>3</td>
<td>25</td>
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<td>Organization and presentation: well planned with introduction, body (explaining reason for choice of technique &amp; background information), conclusion/summary and wrap-up</td>
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<tr>
<td>4</td>
<td>25</td>
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<td>Management techniques for interacting with audience and generating discussion as well as modeling effective teaching and learning</td>
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**Total Points**

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Technique and Presenter:

Comments:
Final Assignment:

Treatment Plan Outline

Note: Follow this outline and provide the headings in your paper

A. Case Conceptualization
   1. Identify a possible DSM diagnosis for this client.
   2. Describe any ethnic concerns you have regarding working with this client.
   3. Describe any diversity concerns you have regarding working with this client.
   4. Describe the impact of any developmental concerns.

B. Approach to be Utilized
   1. Describe which counseling theories or theory would be best suited to meet the needs of this client.
   2. Would you recommend individual, group, and/or family therapy for this child/adolescent? Which and why?

C. Goals of Treatment
   1. List at least 3 specific treatment goals for this client.
   2. State at least one goal in terms of behavior change.

D. Specific Therapeutic Techniques/Interventions
   1. Name 5 specific counseling techniques mentioned in the course lectures, presentations, or textbooks which would be particularly appropriate to help this client accomplish the above therapeutic goals.
   2. Add at least 3 sentences explaining why and how each technique will help this client.