

**University of Northern Colorado**  
**School of Applied Psychology and Counselor Education**  
**APCE 603: Understanding Children, Adolescents, and Their Systems**  
Fall 2021  
**Course Syllabus**

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**Instructors:** Amy Williams Long, PhD, LPC, RPT-S  
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**Office:** N/A

**Office Hours:** By Appointment

**Class Meets:**

October 1-3, 2021

October 15-17, 2021

Fridays 4:00-10:00

Saturdays 8:00-5:00

Sundays 8:00-4:00

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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.

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**Required Texts:**

Vernon, A. & Schimmel, C. (Eds.). (2019). *Counseling children and adolescents* (5<sup>th</sup> ed.). Cognella Academic Publishing. ISBN: 978-1-5165-3119-6

**Recommended Texts:** (for clinical practice)

Homeyer, L.,E., & Sweeney, D.S. (2010). *Sand Tray Therapy: A practical manual* (2<sup>nd</sup> ed.). Routledge: New York.

Lew, A., & Bettner, B.L. (1996). *A parent's guide to understanding and motivating children*. Newton Centre, MA: Connexions Press.

Lew, A., & Bettner, B.L. (1995). *Responsibility in the classroom: A teacher's guide to understanding and motivating students*. Newton Centre, MA: Connexions Press.

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**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 instructor will employ a variety of teaching interventions that will include small group discussions, individual projects, lectures, role plays, facilitated reflection, and simulated activities.

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### **Course Requirements/Assignments:**

***Attendance & Active Participation:*** 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:*** 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 (**in 3-5 pages**; see rubric)

*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.

**Counseling Children & Adolescents Simulated Group Intervention:** Students will plan and demonstrate one group intervention (i.e., simulated group intervention). The entire class should be afforded the opportunity to participate in the activity. The activity will be directly related to one of several counseling theories or approaches included in course materials. Students will prepare a typed “Activity Synopsis” (2 pages), making a copy for the professor and for the other students in the class.

**Treatment Plan Paper:** 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.

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**Grading:**

Attendance and Active Participation	100 points
Self-Reflection Paper	100 points
Simulated Group Intervention Handout	100 points
Simulated Group Intervention Presentation	50 points
Treatment Plan Paper	150 points
<b>TOTAL</b>	<b>500 points</b>

**Grading Scale:**

**Final letter grades will be assigned based on the following distribution:**

A: 93-100	C: 73-76
A-: 90-92	C-: 70-72
B+: 87-89	D+: 67-69
B: 83-86	D: 63-66
B-: 80-82	D-: 60-62
C+: 77-79	F: Below 60

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**Course Schedule:**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
<b>10/1/21</b>	Syllabus Review & Course Introduction Child & Adolescent Development Attachment	<b>Read:</b> Vernon: Chapter 1
<b>10/2/21</b>	Multicultural/Diversity Issues Ethical Issues Impact of Trauma on Children & Adolescents	<b>Read:</b> Vernon: Chapter 9

<b>10/3/21</b>	Counseling Children (Overview of Play Therapy) Introduction to Association for Play Therapy & CAPT Child & Adolescent Diagnoses Individual Counseling Processes & Techniques	<b>Read:</b> Vernon: Chapter 2 – 4
<b>10/9/21</b>	<i>NO CLASS – emailed by midnight</i>	<b>Self-Analysis Paper DUE</b> <b>Topic for Group Activity</b> <b>Emailed</b>
<b>10/15/21</b>	Working with Parents & Families Counseling Adolescents Group Counseling with Children & Adolescents	<b>Read:</b> Vernon: Chapters 12 – 14
<b>10/16/21</b>	Counseling Special Populations Simulated Group Activity Presentations	<b>Read:</b> Vernon: Chapters 8 & 10-11 <b>Simulated Group Activity</b> <b>DUE</b>
<b>10/17/21</b>	Course Wrap-Up Simulated Group Activity Presentations, cont.	
<b>10/20/21</b>	<i>NO CLASS – emailed by midnight</i>	<b>Treatment Plan DUE</b>

**Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, texting is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Please also remember that any unauthorized audio recordings of class will not be allowed and would be considered unprofessional and unethical. Thank you for your cooperation.

**PowerPoint Presentations:** PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

## **ADA and TITLE IX**

### **Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

## **Title IX**

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or [http://www.unco.edu/cebs/psych\\_clinic](http://www.unco.edu/cebs/psych_clinic)

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

## **Additional Syllabus Statements**

### **Academic Integrity**

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

## **Attendance**

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

## **Professional Conduct**

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

## **COVID-19**

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office. As of August 12, 2021, masks are required in all indoor spaces, except for limited exceptions. Instructors who can maintain a 6 foot distance from students are exempt while engaged in instructional activity.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

## **Equity and Inclusion**

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

## **Food Insecurity and Basic Needs**

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is

located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at [dos@unco.edu](mailto:dos@unco.edu) or via phone at 970-351-2001.

### **Land Acknowledgment**

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

### **Name in Use/Pronoun in Use/Name Change**

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

### **Writing Center**

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at [writingcenter@unco.edu](mailto:writingcenter@unco.edu) or visit the website: [www.unco.edu/writing-center](http://www.unco.edu/writing-center). The instructor may make changes to the syllabus as the course proceeds. If this is necessary, these changes will be announced in class. Have a great semester!

