

University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 603: Understanding Children, Adolescents, and Their Systems
Spring 2024
Course Syllabus

Instructors: Amy Williams Long, PhD, LPC, RPT-S
amy.long@unco.edu

Office: N/A

Office Hours: By Appointment

Class Meets:

March 8-10, 2024

March 22-24, 2024

Fridays 4:00-10:00

Saturdays 8:00-5:00

Sundays 8:00-4:00

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.

Required Texts:

Vernon, A. & Schimmel, C. (Eds.). (2019). *Counseling children and adolescents* (5th ed.). Cognella Academic Publishing. *NOTE: there is a brand new 6th edition of this text. You may use either the 5th or 6th edition for this course, but no prior editions as they are significantly different.*

Recommended Texts: (for clinical practice)

Homeyer, L.,E., & Sweeney, D.S. (2010). *Sand Tray Therapy: A practical manual* (2nd 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.

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.

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.

Wrap-up Assignment: For the final wrap-up assignment, you can choose one of the following formats to reflect on your experience and understanding of counseling children and adolescents. See rubric below for more details.

- **Option 1: 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.
- **Option 2: Final Exam:** You will complete a single-attempt, timed, open-note/open-book final exam covering material for the entire course.

Grading:

Attendance and Active Participation	100 points
Self-Reflection Paper	100 points
Simulated Group Intervention Handout	100 points
Simulated Group Intervention Presentation	50 points
Wrap-up Assignment	150 points
TOTAL	500 points

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

Course Schedule:

Date	Topic	Readings/Assignments
3/8/24	Syllabus Review & Course Introduction Child & Adolescent Development Attachment	Read: Vernon: Chapter 1
3/9/24	Multicultural/Diversity Issues Ethical Issues Impact of Trauma on Children & Adolescents	Read: Vernon: Chapter 9
3/10/24	Counseling Children (Overview of Play Therapy) Introduction to Association for Play Therapy & CAPT Child & Adolescent Diagnoses Individual Counseling Processes & Techniques	Read: Vernon: Chapter 2 – 4
3/16/24	<i>NO CLASS – emailed by midnight</i>	Self-Analysis Paper DUE Topic for Group Activity Emailed
3/22/24	Working with Parents & Families Counseling Adolescents Group Counseling with Children & Adolescents	Read: Vernon: Chapters 12 – 14
3/23/24	Counseling Special Populations Simulated Group Activity Presentations	Read: Vernon: Chapters 8 & 10-11 Simulated Group Activity DUE
3/24/24	Course Wrap-Up Simulated Group Activity Presentations, cont.	
3/27/24	<i>NO CLASS – emailed by midnight</i>	Wrap-up Assignment DUE

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off or silencing your cell phones. 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 Syllabus Statements

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' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

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

Students can learn more here: 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.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040
Email: advocacy@unco.edu

UNC Counseling Center
Office Located: 2nd floor of Cassidy Hall
Office Phone: 970-351-2496
Hours: M-F, 8am-12PM, 1pm-5pm
Web: unco.edu/counseling-center

Psychological Services
Office Located: McKee Hall Room 247
Office Phone: 970-351-1645
Web: <https://www.unco.edu/cebs/psychological-services-clinic/>
Hours: By Appointment
Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

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. Students may also contact OIEC at 970-351-4899 or email 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 Student Conduct and Accountability. 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.

Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student resources, or to schedule an appointment, visit the website: www.unco.edu/career/students or for student events, visit: www.unco.edu/career/events.

We are located:
Office: University Center 1st floor
Hours: M-F, 8am-5pm
Appointments: Virtual and In-Person
Drop-Ins: Visit our website for up-to-date information
It's never too early to talk about career!

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations 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 any public health requirements that UNC puts in place, 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 Student Conduct and Accountability.

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.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)
924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)
1410 20th St
Greeley, CO 80639
(970) 351-2424
ChavezCenter@unco.edu

Center for Womens and Gender Equity (Resource Center) & Stryker Institute for Leadership
Development
1915 10th Ave
Greeley, CO 80639
970-351-1492
cwge@unco.edu

Center for Gender and Sexuality (Resource Center)
2215 10th Ave., Campus Box 42
Greeley, CO 80631
970-353-0191
gsr@unco.edu

Marcus Garvey Cultural Center (Cultural Center)
928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

Native American Services (Cultural Center)
924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)
1815 8th Ave
Greeley, CO 80631
970-351-1403
timothy.nellett@unco.edu

Food Insecurity

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 for more information.

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 or visit the website: www.unco.edu/writing-center.