

**Counseling Children, Adolescents & Family
EDPC 5362**

**University of Texas at El Paso:
Spring 2021**

Assistant Professor: Anjanette Todd, Ph.D.

Class location:	<i>Hybrid – Online Modules and Virtual Classes</i>
Meeting Time:	<i>Virtual: Tuesdays 5pm - 7:50pm: (1/19), (1/26), (2/2) (2/9)</i> Please note these dates on your calendar
Office:	College of Education, Rm 705
E- mail:	atodd3@utep.edu
Office hours:	<i>Online Office Hours: Tuesdays & Thursdays</i> 1:30pm-3:30pm (via email and/or Blackboard) by appt.

Course Overview:

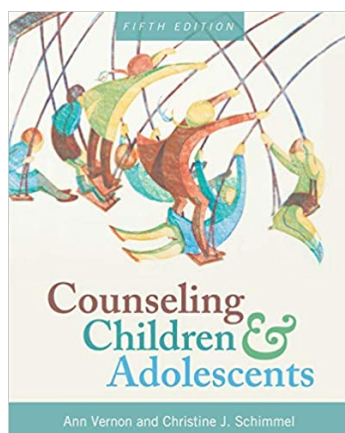
Goal of this course is to provide beginning counselors with ways of working with children and adolescents. The counselor-in-training will discover practical interventions, a variety of theoretical systems, techniques, and relationship-building skills in helping children and adolescents with specific developmental, academic, personal, social and behavior issues. Counselors-in-training are encouraged to develop their own personal style in using practice-based and/or evidence -based approaches to helping children, adolescents, and their family.

Required Texts:

Vernon, A., & Schimmel, C. J. (2019). *Counseling children and adolescents* (5th Edition). San Diego: Cognella.

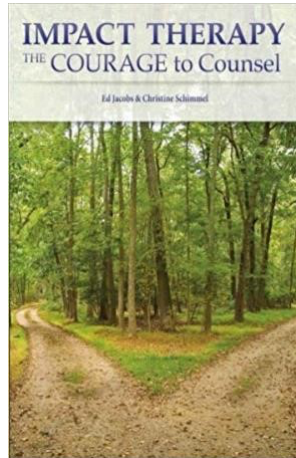
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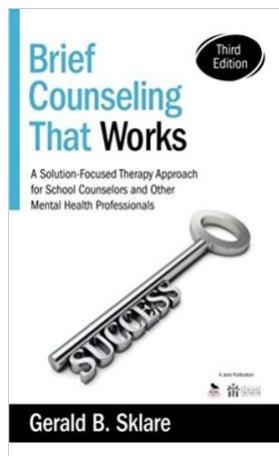
Jacobs, E, & Schimmel (2013). *Impact Therapy: The Courage to Counsel*. Star City, WV: Impact Therapy Associates.

- ISBN-10: 0615737773
- ISBN-13: 978-0615737775



Sklare, G. B. (2014). *Brief Counseling That Works: A Solution-Focused Therapy Approach for School Counselors and Other Mental Health Professionals* (3rd Ed.) Thousand Oaks, CA: Crwin Publishing.

- ISBN-10: 1483332330
- ISBN-13: 978-1483332338



****Additional reading assignments will be referred to in class, blackboard or e-mailed to students. Also, it would benefit students to purchase a USB drive to save work completed inside and outside of the classroom.**

Supplemental Resources:

- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.
- Golden, L. B. (2002). *Case Studies in Child and Adolescent Counseling* (3rd Ed.) Upper Saddle River, NJ: Pearson Education.
- Ellis, A. & Wilde, J. (2002). *Case Studies in Rational Emotive Behavior Therapy with Children and Adolescents*. Columbus, OH: Prentice Hall.
- Wilde (1996). *Treating Anger, Anxiety, and Depression in Children and Adolescents*. Washington, DC: Taylor & Francis
- Sommers-Flannagan, J. & Sommers-Flannagan, R. (2007). *Tough Kids, Cool Counseling: User Friendly Approaches with Challenging Youth*. (2nd Ed). Alexandria, VA: American Counseling Association.

Related Professional Standards Course Objectives:

This course is designed to meet the 2016 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) professional standards and American School Counselor Association (ASCA) national career standards listed below:

Section 5 -G. School Counseling Specialty Area (SCSA)

Contextual Dimensions

2-g. Characteristic, risk factors, and warning signs of students at risk for mental health and behavioral disorders

2-i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

Practice

3-f. Techniques of personal/social counseling in school settings

TEXES School Counselor Competencies:

Competency 001

B: Demonstrates knowledge of developmental issues of particular importance including atypical differences, at different states of human development (e.g., early childhood, middle childhood, adolescence)

Competency 006

D: Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques

Competency 008

D: Knows how to use effective communication with families to support responsive services

Student Learning Outcomes (SLO) and Competencies

1. Demonstrate the ability to articulate one's knowledge and understanding of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
2. Demonstrate the ability to articulate one's knowledge and understanding of signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.
3. Demonstrate the ability to articulate and use techniques of personal/social counseling in school settings.
4. Demonstrate the ability to articulate one's knowledge and understanding of developmental issues of particular importance including atypical differences, at different states of human development (e.g., early childhood, middle childhood, adolescence)
5. Demonstrate the ability to articulate one's knowledge and understanding of how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques
6. Demonstrate the ability to articulate one's knowledge and understanding of how to use effective communication with families to support responsive services

Content

This course is designed to introduce students to counseling children, adolescents,

- Orientation to the counseling process
- Understanding contextual dimensions and counseling practices related to the K-12 population
- Developmental, cultural, and family considerations of K-12 population
- Understanding and addressing K-12 population personal/social issues

Methods of Instruction

Content is offered through lectures, small and large group discussions, small group activities, readings, role-plays, simulated practices, review and feedback.

Evaluation

Demonstration of student learning outcomes or competencies, grades, and CACREP standards are determined by scores on the following assessments (see Appendix 2 for scoring rubric):

- **Competency Performance Assessment (CPA) 1** – *Demonstration of child and adolescents' different developmental issues/states of human development.* CPA 1 requires students to assess and explore the developmental stages of their childhood and adolescence. CPA 1 is designed to assess the achievement of SLO 4 and TExES Competency 1.B. **185 points.**
- **Competency Performance Assessment (CPA) 2** – *Demonstration of knowledge and understanding of effective creative counseling exercises, activities, strategies, and practices for children and adolescents.* CPA 2 requires students to complete a presentation on a counseling strategies and practices to use with children and adolescent as well as give a simulated experience of the theory in practice. CPA 2 is designed to assess the achievement of SLO 3 and 5, CACREP SCSA 3-f, and TExES Competency 6.D. **250 points.**
- **Competency Performance Assessment (CPA) 3** – *Demonstration of knowledge and understanding of children and adolescents in relation to substance abuse, risk factors, and communication with families.* CPA 3 requires students to complete in-depth reflection responses regarding risk factors, substance abuse and family communication. CPA 3 is designed to assess the achievement of SLO 1, 2, and 6, CACREP SCSA 2-g, 2-i, and TExES competency 008.D. **180 points.**
- **Competency Performance Assessment (CPA) 4** – *Demonstration of knowledge and understanding of at-risk characteristics, warning signs, developmental issues, and effective counseling practices.* CPA 4 is an exam designed to assess the achievement of SLO 1 -6 as well as CACREP SCSA 2-g, 2-i, and TExES competencies 1.B, 6.D, and 8.D. **200 points.**

Reflection Assignments (RA):

You will complete (7) reflection assignments (RA) throughout the semester)

- Throughout this term, students will be asked to complete ***on-line*** – reflection assignments (RA). These reflection assignments are intended to assist students in deepening their understanding of the material. Although, individually, they are not weighed as much as the major assignments, they are important to successfully passing the course. The points for these assignments are:
7 Reflection Assignments (RA) @ 25 points each
175 points (total)

Additional expectations, evaluations and course requirements

Students are expected to read assigned materials, participate in class activities and discussions. Participation refers to critical analysis and reflective feedback of subject matter and open involvement in class exercises and/or counseling practices. Any consistent non-participation, late work or revised assignments will be penalized and may be refused credit depending on the instructor's discretion.

Grading Scale

The scale used to assess the demonstration of achievement of student learning outcomes is as follows (grades are based on percentage of possible points):

90-100% of Total Points =	A
85-89% of Total Points =	B
75-84% of Total Points =	C
65-74% of Total Points =	D
<65% of Total Points =	F

Syllabus Adjustments

The instructor reserves the right to alter as necessary information listed in the syllabus to improve student-learning needs and in response to unplanned circumstances. ***Online announcements take precedent over syllabus.***

Academic Honesty

Students are expected not to violate the UTEP Handbook of Operating Procedures especially in respect to academic dishonesty, plagiarism, cheating and collusion. Plagiarism involves failing to cite someone else's work, copying someone else's work (without appropriate citation) and copying self-work with correctly citing. For more information regarding plagiarism, please review the latest APA publication manual. Cheating may include engaging in practices that benefit student's test or assessment results that are not appropriate or fair-minded. Collusion includes working with someone else to engage in academic dishonesty.

Classroom Accommodations

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students needing potential accommodation must

register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal. You should also visit the CASS website at: <https://www.utep.edu/student-affairs/cass/>

Current physical location of CASS is at Room 106 Union East Building. *Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist your needs in this class.*

Class Behavior

Class behavior that interferes or impedes class instruction is not tolerated. Disruptive behavior may include inappropriate speech or gestures and intentional negative actions toward another person. Such behavior may result in removal from class and/or disciplinary actions per program decision.

Class Attendance

Class attendance (*virtual and online*) of every class is expected. Engaged involvement is necessary for adequate education at the graduate level. In the case of unusual circumstances such as a family crisis, students should contact the instructor and make appropriate arrangements prior to absence. The instructor may request evidence of documentation for excused absences. ***Failure to turn in two major assignments results in students being dropped from course.***

Inclement Weather

Unless UTEP has made an announcement to close or delay classes, we are still having class. UTEP's decision is based off of several factors including "current and forecasted weather conditions, street conditions, and any decisions made by the major public school districts to cancel classes". However, many of you live a considerable distance from UTEP, in your case, you have to consider reasonable safety measures for your situation in terms of coming to class.

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system and/or Zoom. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop, a webcam, and a microphone. The library has laptops & hotspots available to students. Please contact equipmentcheckout@utep.edu

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions. IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you.

UTEP email

You MUST have a working UTEP e-mail for this course in order to access BLACKBOARD. If you have a UTEP e-mail and it is not working properly, it is your responsibility to contact the HELP DESK not the professors. If you do not have a UTEP e-mail, you can get one free by following these directions:

1. Log on to www.utep.edu
2. Click on my.utep.edu
3. Click on [Get your UTEP account here](#)
4. Follow prompts to activate your E-mail
5. If you experience any problems call the HELP DESK # 4357 on campus; 747-5257 off campus

COVID-19 Precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

Course Resources: where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Competence Performance Assessment (CPA) & Rubrics

CPA 1

(Report, Powerpoint, Video Presentation)

Demonstrates Knowledge of Developmental Issues/States

CPA 1 requires students to assess and explore the developmental stages of their childhood and adolescence.

Students will complete a self-assessment of four developmental stages of their childhood and adolescence. Students will create a report, power point and video presentation in which they describe their cognitive, personal, and interpersonal development through four developmental stages. In doing so, students reflect and compare developmental expectations, human needs, and developmental tasks across their childhood and adolescent years.

- The four developmental stages to explore are *early childhood, middle childhood, early adolescence, and mid-adolescence*.
- There are also five areas of development *per stage: physical, cognitive, self, social, and emotional*. Refer to textbook (Vernon, 2019) for more explanation on stages (chapter 1).
- Students are expected to incorporate an artifact per each stage to be included in their report, power point and video presentation. Examples of artifacts include childhood or family photos, or pictures of early drawings, report cards, artwork, poetry, music lyrics, and/or awards/certificates. Students will present their self-assessment with artifacts.
- Students are expected to have a brief description of each artifact with their reason for selecting said artifact. Students' report, power point, and video presentation will be assessed via the scoring rubric information listed below.

EXAMPLE of APA: student paper format (7th edition):

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%20%20Student%20Sample%20Paper.pdf

CPA 2 (study team)

(Video Presentation/PPT, Video Role-Play, PPT Written Skit—work on in assigned study teams)

Demonstrates Knowledge of Effective Creative Counseling Techniques

CPA 2 requires students to complete a presentation on a *creative* counseling technique, exercise, activity or practice to use with children and adolescent as well as write a skit and demonstrate what the creative counseling technique/exercise/activity would look like in practice via the skit. In groups/study teams of 3-4 (*depending on class size, there may be an exception*), present a creative counseling technique to use with children or adolescents via one of the following counseling theories (**however, the creative technique *MUST NOT* already be associated with the chosen theory**): Adlerian therapy, Attachment theory, Reality therapy, Gestalt therapy, Transactional Analysis (TA), or Mindfulness.

- The presentation should last a **minimum of 10 minutes for each part (presentation section/video role-play section (minimum of 20 minutes total))**. The presentation must include a power point covering the main concepts outlined in scoring rubric below. You need to cite references in your presentation; you may use your textbooks as citations.
- In addition, students must write a skit as include a video role-play of the creative technique demonstrating what a session may look like in practice. The presentation of the power point and the role-play simulation (the written script) needs to be video-recorded. Please prepare/practice this role-play with your group before recording this presentation so that your role-play follows the script (as closely as possible) and you do not need to read it directly while presenting.

CPA 3

(Discussion Board Posts (Scenarios))

Demonstration Knowledge of Risk Factors, Substance Abuse and Family Communications

CPA 3 requires students to complete three assigned discussion board posts (in-depth reflection responses) regarding risk factors, substance abuse and family communication. Students will analyze three assigned counseling scenarios. Students must read each assigned scenario and respond/reflect and answer questions *via blackboard*. In answering the questions and responding to the counseling scenario, students will need to *explicitly weigh both sides of his or her given argument, include supporting references from assigned readings, class discussion and/or review of the literature (e.g. intext citations, reference section)*. Students' answers must be original and well thought out. Students will also need to respond to other students' posts (must respond to multiple students). Students' response to other's post must be on topic, meaningful feedback, and go beyond simple responses (e.g. I agree or I feel the same). Students' responses must also encourage group discussion and their responses must be appropriate discussion etiquette. Students' discussion posts will be assessed utilizing the scoring rubric information listed below. CPA 3 is designed to assess the achievement of SLO 1, 2, and 6, CACREP SCSA 2-g, 2-i, and TExES competency 008.D.

CPA 4

Demonstration Knowledge of At-Risk Factors, Warning Signs, Developmental Issues, and Counseling Practices

CPA 4 is an exam given *via Blackboard* designed to assess the achievement of SLO 1-6 as well as CACREP SCSA 2-g, 2-I, and TExES competencies 1.B, 6.D, and 8.D. The exam topics will cover at-risk factors, warning signs, developmental issues, and effective counseling practices of children and adolescents. The exam will be worth 200 points.