

**Counseling Children,  
Adolescents, & Their  
Families  
EDPC 5362**

**University of Texas at El Paso:  
Associate Professor: Carleton H. Brown, Ph.D, NCC, CSC, LPC**

**Class location:** *Online*  
**Meeting Time:** Opportunities for Zoom class “meet up” are available for check-in  
**Office:** College of Education, Rm 710  
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**Office hours:** *Online Office Hour Mondays 10am -noon (via email and/or Blackboard), by appointment.*

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**Course Description:**

Goal of this course is to provide beginning counselors with ways of working with children and adolescents. The course focuses on the dynamics, problems, and practical aspects underlying the behavior of children, adolescents, and their families; provides a wide variety of intervention and treatment aspects for children, adolescents, and their families in therapy.

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**Required Course Material:**

To ensure a smooth start to our course, I would advise you to get acquainted with our course platform and resources at the earliest. Please refer to the Student Registration Page for a comprehensive step-by-step guide, accompanied by a short video, that will assist you in registering for the MindTap course. This will be an integral component of our learning, and you can conveniently log in via your Learning Management System (LMS).

Textbook/Product Title: An Advanced Lifespan Odyssey for Counseling Professionals

Author: Bradley T. Erford

Edition: 1st

ISBN: 9781285083582

Publisher: Cengage

For step-by-step registration instructions and to access your Cengage class materials, please visit: <https://startstrong.cengage.com/mindtap-blackboard-ia-no/>

Virtual [Student Office Hours](#) which will run January 13th thru February 7th, excluding MLK DAY from 9:00am-3:00pm MST.

Tech Support/Chat: Chat live with a support representative at [support.cengage.com](https://support.cengage.com)

Technical Status: Check [techcheck.cengage.com](https://techcheck.cengage.com) to ensure Cengage isn't experiencing technical difficulties.

Caution: Please be wary of purchasing access codes from unauthorized sellers offering discounts. Such sites might be involved in illegal acquisitions and could pose risks to your personal data.

**\*\*Additional reading assignments will be referred to in class, blackboard or e-mailed to students. *Also, it would benefit students to have access to a computer. If students do not, they may check out a laptop from UTEP technology support:***  
[https://www.utep.edu/technologysupport/TSCenter/tsc\\_eqcheckout.html](https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html)

**Supplemental Resources:**

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed). Washington, DC: Author.

Golden, L. B. (2002). *Case Studies in Child and Adolescent Counseling* (3<sup>rd</sup> 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.

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

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

Sommers-Flannagan, J. & Sommers-Flannagan, R. (2007). *Tough Kids, Cool Counseling: User Friendly Approaches with Challenging Youth*. (2<sup>nd</sup> Ed). Alexandria, VA: American Counseling Association.

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

Wilde (1996). *Treating Anger, Anxiety, and Depression in Children and Adolescents*. Washington, DC: Taylor & Francis

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**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, Texas Administrator Code (TAC) for School Counselors, and the Texas Educator Certification Exam Domains and Competencies for School Counselors (TECEDC):

Goals/ Objectives	CACREP Standards (Core and/or SC specialty area)	TeXeS School Counselor (TAC & TECEDC)	Learning Activities	Outcome Measures
<b>GOAL A:</b> Understand core counseling subject areas and the elementary and secondary school student via the expectations of the school counseling profession.				

<p><b>Objective 1-c</b> Become knowledgeable about human growth, development and learning</p>	<p>5.G School Counseling Specialty Area (SCSA): 2.g,</p>	<p>TEXES 1.B.  TAC Standard II.  TECEDC: Domain I. C1, C2;</p>	<p>Reading related sections of youth development, instructional lectures... ...online learning modules, video activity, quizzes, and case studies.</p>	<p>Satisfactory completion of <b>Chapter Quizzes and Exams</b></p>
<p><b>Objective 1-e</b> Become knowledgeable about helping relationships, counseling theories and the counseling process from individual and family system perspectives</p>	<p>5.G School Counseling Specialty Area (SCSA): 2.g, 2.h, 2.i, 3.f</p>	<p>TEXES 6.D.  TAC Standard II.  TECEDC: Domain I. C1, C2</p>	<p>Reading related sections of youth development, instructional lectures... ...online learning modules, video activity, quizzes, and case studies.</p>	<p>Satisfactory completion of <b>Case Studies and Reflection Assignments</b></p>

Goals/ Objectives	CACREP Standards (Core and/or SC specialty area)	TeXes School Counselor (TAC & TECEDC)	Learning Activities	Outcome Measures
<p><b>GOAL C:</b> Proficient in the process of communication, consultation, and collaboration techniques and strategies as well as embodies and promotes professionalism, equity, and ethical behavior.</p>				
<p>Develop and demonstrate the knowledge of school counseling practices especially related to the following areas: communication, consultation, collaboration, professional practice, and critical thinking.</p>	<p>5.G School Counseling Specialty Area (SCSA): 2.g, 2.h, 2.i</p>	<p>TEXES 1B, 6.D., 8.D.  TAC Standard II.  TECEDC: Domain I. C1, C2</p>	<p>Reading related sections of youth development, instructional lectures... ...online learning modules, video activity, quizzes, and case studies.</p>	<p>Satisfactory completion of <b>Competency Performance Assessment (CPA) 3 – Demonstration of knowledge and understanding of children and adolescents including students with disabilities in relation to substance abuse, risk factors, and communication with families.</b> Satisfactory completion of  Competency</p>

**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, readings, simulated practices, quizzes, and exam.

### **Additional expectations, evaluations, and course requirements**

Students are expected to read assigned materials, participate in class activities and assessments. Participation refers to critical analysis and reflective feedback of subject matter and direct 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

### **Overall Level of Achievement of Student Learning Outcomes & CACREP Standards**

4 = Exceeds Expected Outcome = 90% - 100% of possible points

3 = Expected Outcome = 85% - 89% of possible points

2 = Less Than Expected Outcome = 84% - 75% of possible points

1 = Worst Possible Outcome = Less than 75% of possible points

### **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. *Class information and online announcements takes 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 without 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.

### **About Late Work**

In our commitment to academic integrity and the success of each student, the following Late Submission Policy is established to clarify the expectations and consequences concerning the timely completion of assignments.

#### **1. Interactive Assignments (Reflections & CPA 3 Responses):**

- **Due Date Importance:** Interactive assignments such as Reflections (Part I – XII) and CPA 3 Responses involve essential discussion components. These discussions facilitate peer feedback and are integral to the learning process.

- **No Late Discussion Submissions:** Once the deadline has passed, the discussion component cannot be made up. As such, late submissions will result in a loss of points that may significantly impact the assignment grade.

- **Grading Impact:** Timely submissions are crucial for proper grading and ensuring all students receive feedback and grades promptly.

#### **2. Manually Graded Assignments:**

- **Timeliness:** Assignments requiring manual grading by the instructor must be submitted on schedule to maintain current and accurate grade reporting.

- **Potential for Non-Grading:** Late submissions risk not being graded in time for inclusion in the final grade calculations if submitted past the grading period.

- **Revisions:** Late assignments, even when accepted, may not afford the student the opportunity to revise and resubmit for a passing grade after final grades have been submitted to the UTEP System.

#### **3. Automatically Graded Assignments (Quizzes):**

- **Flexibility in Submission:** Students may submit these assignments after the original pacing deadline but must do so before the date of the final exam.

- **No Retakes:** To maintain fairness and integrity, once a quiz is completed, it cannot be retaken, regardless of the score achieved.

### **Specific Policy Points:**

- **Late Submission Penalties:** Interactive assignments and manually graded assignments submitted late will incur a significant point deduction, as participation in discussions and timely feedback are essential components of these tasks. The exact penalty will be determined by the instructor with consideration of the quality of the work submitted, and time needed for grading.

- **Deadline for Quizzes:** All quizzes must be completed before the final exam date. This ensures that all assessments are accounted for before final grades are determined.

- **No Extensions:** There will be no extensions for quizzes once they are completed, and no opportunity for retaking them to improve grades.

- **Exceptions:** Exceptions to this policy may be considered on a case-by-case basis for documented emergencies or extenuating circumstances. Students must communicate with the instructor as soon as possible to discuss potential accommodations.

- **Responsibility:** It is the student's responsibility to manage their time effectively and be aware of all assignment deadlines as posted in the course syllabus, Blackboard, online platform and communicated during class.

- **Communication:** Students are encouraged to reach out to the instructor with any concerns about meeting deadlines well in advance of the due date.

### **Concluding Statement:**

Adherence to this policy is essential for the fairness and academic integrity of the course. It allows for all students to participate equally, ensures timely feedback, and maintains a schedule conducive to the learning process. Your cooperation and understanding are greatly appreciated.

### **Accommodations**

Please contact the Center for Accommodations and Support Services (CASS) if you are in need of reasonable academic or physical accommodations. Contact information may be found at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

### *Students with Disabilities*

- 1.If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. **Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis.** Failure to report to this office will place a student on the inactive list and nullify benefits received from being on the active list of disabled students. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the professor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).
- 2.Please do not hesitate to contact the professor if you experience difficulty with this course at any time during the semester.

### **Class Behavior**

Class behavior that interferes or impedes class instruction and/or work 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 (*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 three-chapter quizzes and assignments results in students being dropped from course.***

### **On-line Assignments**

Throughout this term, students will be asked to complete on-line class assignments. These class assignments are intended to assist students in deepening their understanding of the material. Although, individually, they are not weighed heavily, they are important (i.e. add-up) to

successfully passing the course. The points for these assignments can be viewed in Appendix 3.

**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.

**APPENDIX 1**

**Tentative Course Schedule (for exact dates – see BB syllabus)**

Date	Class Topic	Readings	Pacing date
Week 1	Class orientation, Developmental theory, Counseling process, Exceptional, Diverse, Special Needs, and At-Risk Children		Part I -VII Reflection Assignments, CPA 3, Scenario 1 <b>Week 2</b>
Week 2	Expressive Techniques, Impact Therapy, props, chairs, movement, writing, drawing, analogies, Brief counseling  Fundamental Principles  Theories: Psycho, Socio, Multi, Biological, and Learning	Chapters 1-2	Part VIII – XII Reflection Assignments  Chs. 1 and 2 quizzes and assignments: <b>Week 3</b>
Week 3	Theories: Cognitions, Morality and Faith, Human Experience  Genetics, Heredity, Environment, and Prenatal Development  Physical and Cognitive Development: Infancy and Toddlerhood	Chapters 3-5	Chs. 3-5 quizzes and assignments: <b>Week 4</b>
Week 4	Emotional and Social Development: Infancy and Toddlerhood  The Preschool Years: Early Childhood Physical and Cognitive Development	Chapters 6-7	Chs. 6 and 7 quizzes and assignments: <b>Week 5</b>

Week 5	The Preschool Years: Early Childhood Emotional and Social Development  Middle Childhood: Physical and Cognitive Development	Chapters 8-9	Chs. 8 and 9 quizzes, assignments, and CPA 3, Scenario 2 <b>Week 6</b>
Week 6	Middle Childhood: Emotional, Social Development  The Adolescent Years: Physical, Cognitive, Emotional, Identity,	Chapters 10-12	Chs. 10- 12 quizzes and assignments: <b>Week 7</b>
Week 7	Young Adulthood: Physical and Cognitive Development  Young Adulthood: Social, Emotional, and Career Development	Chapters 13-14	Chs. 13 - 14 quizzes, assignments, and CPA 3, Scenario 3 <b>Week 8</b>
Week 8	Complete Final Exam		<b>Date of Final (see BB syllabi)</b>

**APPENDIX 2**

**Assignment Descriptions**

<b>Activity</b>	<b>What is it?</b>	<b>Why it matters?</b>
Blackboard Reflection Assignments	<p>For these assignments, be sure to make sure you do the following:</p> <ul style="list-style-type: none"> <li>Fully answer each part of the prompt/question in your initial post (well-thought out and original). Responses should be a minimum of a paragraph.</li> <li>Mention something from the lecture, assigned readings or reference something you have read to support at least one of your points</li> <li>Discuss a favorable (also called a pro), and an unfavorable (also called a con) for at least one of your points</li> <li>Do not forget to read your classmates posts, and provide meaningful feedback to at least</li> </ul>	<p>These class assignments are intended to assist students in deepening their understanding of the material.</p>



	<p>two of your classmates. Your feedback must stay on topic and should be more than simply agreeing or disagreeing but thoughtful.</p>	
Case Study	<p>A brief case study related to chapter themes is presented along with short-answer questions.</p> <p>For these assignments, students address specific counseling issues referencing the Ivey and Ivey Stages Paradigm, selected counseling theories/creative interventions, and any relevant tools discussed in lectures/reading assignments to guide their counseling approach.</p>	<p>Students are able to practice theories and concepts related to counseling through real-world examples.</p>
Video Session	<p>Students watch a video surrounding the main theme(s) of the chapter and are asked to respond to brief, open-ended questions regarding concepts presented in the video.</p>	<p>The videos and associated questions help students make multiple connections about the chapter's content. Through these videos, students are also provided an opportunity for reflection and can begin to build foundational understanding of the chapter content.</p>
Chapter Quiz	<p>Multiple-choice, auto-graded quiz questions designed to increase retention and reading comprehension. Made to be completed before class discussion.</p>	<p>Students who take a pre-lecture quiz after reading can improve their course grade by 15% (Daniel &amp; Brouda, 2004).</p>
Competence Performance Assessment (CPA) 3	<p>Demonstration of knowledge and understanding of children and adolescents in relation to substance abuse, risk factors, and communication with families.</p> <p>CPA 3 requires students to complete 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 and answer questions <i>via blackboard</i>. In answering the questions</p>	<p>CPA 3 requires students to complete in-depth reflection responses regarding risk factors, substance abuse and family communication.</p> <p><i>Essential questions for CPA 3:</i></p> <p><i>Quality of Initial Post:</i></p>

	<p>and responding to the counseling scenario, students will need to <i>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)</i>. 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.</p>	<p>Does the response explain various approaches to the topic? Does the response <i>explicitly</i> weigh the pros and cons of a selected approach? Does the response include supportive commentary based off of assigned readings, class discussion, and/or a review of the literature (e.g. intext citations, reference section)? Is the response original and well thought out?</p> <p><b>Relevance of feedback:</b> Have you stayed on topic? Are you providing meaningful feedback? Does your responses go beyond simple responses (e.g. I agree, I feel the same etc.)?</p> <p><b>Contribution to Learning Community:</b> Have you responded to multiple posts (other than your own initial post)? Have you attempted to encourage group discussion? Have you presented appropriate discussion etiquette (i.e. language, insults)?</p>
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**APPENDIX 3**

**Tentative Table of Assignment Content (subject to change)**

Topic/Chapter	Assignments	Points
See Calendar (i.e. Weeks 1, 2, 5, 7)	Part II	10
	Part III	30
	Part IV	20
	Part V	20
	Part VI	20
	Part VII: CPA 3, Scenario 1	60
	Part VIII	25
	Part IX	25
	Part X	25
	Part XI	25

	Part XII <b>Bonus Assignment</b> CPA 3, Scenario 2 CPA 3, Scenario 3	25 <b>25</b> 60 60
Chapter 1	Case Study Chapter Quiz	15 10
Chapter 2	Video Session: Social-Emotional Learning Chapter Quiz	20 10
Chapter 3	Case Study Chapter Quiz	15 10
Chapter 4	Video Session: 0-2 Years: Prenatal Assessment Chapter Quiz	20 10
Chapter 5	Case Study Chapter Quiz	15 10
Chapter 6	Video Session: 0-2 Years: Attachment in Infants and Toddlers Chapter Quiz	20  10
Chapter 7	Case Study Chapter Quiz	15 10
Chapter 8	Video Session: 0-2 Years: Gender in Infants and Toddlers Chapter Quiz	20 10
Chapter 9	Case Study Chapter Quiz	15 10
Chapter 10	Video Session: 5-11 Years: Moral Development in Middle Children Chapter Quiz	20  10
Chapter 11	Case Study Chapter Quiz	15 10
Chapter 12	Video Session: 12-18 Years: Peers and Domain Influences in Adolescence Chapter Quiz	20  10
Chapter 13	Case Study Chapter Quiz	15 10
Chapter 14	Video Session: Gender Differences and Sexual Assertiveness Chapter Quiz	20 10
	<b>Total</b>	<b>790</b> <small>(does not include bonus points)</small>

## **APPENDIX 4**

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

The final exam is given *via Blackboard*. 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.