

Counseling Children, Adolescents & Family**EDPC 5362****University of Texas at El Paso:
Summer 2019****Assistant Professor: Carleton H. Brown, Ph.D, NCC, CSC**

Class location: *Hybrid* – Blackboard and Face-to-Face, Room ED108
Meeting Time: *Face-to Face:* Wednesdays 12pm -5pm
Office: College of Education, Rm 702
Phone: 915-747-8687
E-mail: chbrown@utep.edu
Office hours: *Online* Office Hour Tuesdays 3:00-4:00 PM (via email and/or Blackboard) or *by appointment.*

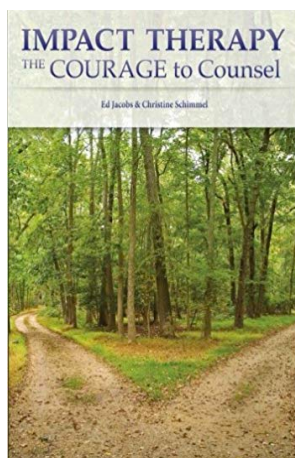
Course Overview:

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:

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

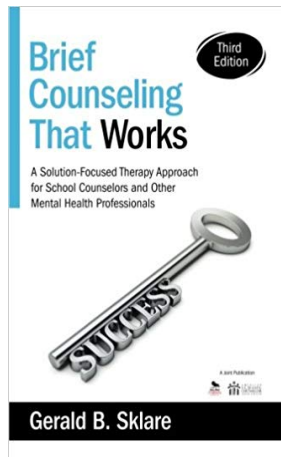
- ISBN-10: 0615737773
- ISBN-13: 978-0615737775



Sklare, G. B. (2014). *Brief Counseling That Works: A Solution-Focused Therapy Approach for School Counselors and Other Mental Health*

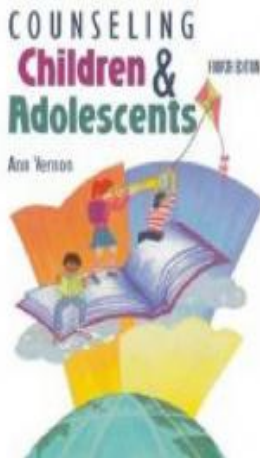
Professionals (3rd Ed.) Thousand Oaks, CA: Crwin Publishing.

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



Vernon, A. (2009). *Counseling Children & Adolescents* (4th Ed.) Denver Love Publishing.

- ISBN: 0891083405
- ISBN 13: 9780891083405



****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 (2010). *Publication manual of the American Psychological Association* (6th 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

TEGES 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.**

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

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 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.

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.

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 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 (***in-person 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.***

Class Reflection Assignments (aka Online Learning Modules)

Throughout this term, students will be asked to complete ***in-class and 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 as much as the major assignments, they are important to successfully passing the course. The points for these assignments vary based on each assignment. Scores typically range from ***10-30 points*** each assignment.

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.