Eastern Kentucky University
Department of Counseling and Educational Psychology
Department (CEP)
Syllabus for COU 848 Child and Adolescent Counseling
(3 credit hours), CRN #:

Fall Semester 2011

Professor: Ken Engebretson, PhD. NCC
Office: Combs 434C
Office Hours: Tuesdays, Wednesdays and Thursdays
by appointment, please email to arrange times
E-mail: ken.engebretson@eku.edu
Phone: 859.622.7588
Class meets: Tuesdays 5:00-8:00pm

Class Information:

Catalogue Course Description: Prerequisites: COU 813, 840, 846.
This is an advanced counseling class focusing on specific diagnosis, treatment planning, and
technique application for disorders affecting children and adolescents. This course is designed to
cover counseling skills in DSM diagnosis, screening, referral and treatment planning for
disorders of childhood and adolescents. Counseling techniques and direct skills for treating
children include short term, individual and small group counseling. Appropriate screening and
referral for children and adolescents will be taught. The impact of culture and diversity on child
and adolescent treatment issues is discussed and ethical issues are presented. This course is a
web-assisted course, which means that you will do much on-line work using Blackboard.

Texts(s):
   Company.
2. Additional readings will be assigned via Blackboard
3. Students will select at least one book related to class material to read (optional)

NOTE: Students are also requested to access the ACA, AMHCA, and ASCA web sites and will
be responsible for printing off the Code of Ethics and Standards of Practice for each organization
and being familiar with these standards especially those relevant to the student’s personal
program of study.
Student Learning Objectives:

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

II.G.3.b: Theories of learning and personality development, including current understandings about neurobiological behavior;

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard.

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

II.G.3.f: Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard.

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

II.G.5.a: An orientation to wellness and prevention as desired counseling goals;

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard.

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.
II.G.5.b: Counselor characteristics and behaviors that influence helping processes;

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

II.G.5.c: effects of crises, disasters, and other trauma-causing events on persons of all ages;

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

II.G.5.d: theories and models of individual, cultural, couple, family, and community resilience;

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

II.G.5.e: a general framework for understanding exceptional abilities and strategies for differentiated interventions;

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

II.G.5.f: human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that
affect both normal and abnormal behavior;

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

II.G.5.g: theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

CLINICAL MENTAL HEALTH COUNSELING
Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

CMHC.C.2: Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

CMHC.C.5: Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.
clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

CMHC.C.6: Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

CMHC.C.7: Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Counseling videos, Counseling paper

CMHC.G.1: Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Counseling videos, Counseling paper

CMHC.G.3: Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer
clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Counseling videos, Counseling paper

CMHC.G.4: Identifies standard screening and assessment instruments for substance use disorders and process addictions.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

CMHC.H.1: Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

CMHC.H.4: Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Counseling videos, Counseling paper

CMHC.K.1: Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer
clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

CMHC.K.2: Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

A Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

CMHC.K.3: Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

CMHC.L.1: Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

CMHC.L.2: Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer
clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Counseling videos, Counseling paper

CMHC.L.3:
Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

SCHOOL COUNSELING
Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

SC.A.6: Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

SC.C.1: Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.
SC.C.3: Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

SC.C.6: Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

SC.D.3: Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

SC.D.4: Demonstrates the ability to use procedures for assessing and managing suicide risk.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, Counseling video, Counseling paper
SC.E.4: Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, Counseling video, Counseling paper

SC.F.4: Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

SC.G.1: Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity

SC.G.2: Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity

SC.H.2: Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper, Resource Portfolio and/or Book review.

SC.H.4: Makes appropriate referrals to school and/or community resources.

Curricular Experiences: lecture, class discussions, class attendance, role-playing, small group experiences, group and individual presentations, videotape counseling sessions with volunteer clients, films, APA referenced papers, APA referenced PowerPoint presentations, web supported videos, self-directed readings posted via Blackboard, and discussion groups via Blackboard

Assessment of SLO: Exams, In-service activity, Counseling videos, Counseling paper

Course Information:

Attendance Policy: Your attendance and subsequent participation are essential for your own learning and for other students; therefore attendance at EACH class meeting is required. It is your responsibility to contact the university supervisor PRIOR to any unavoidable absence, to discuss any missing hours. This is especially true due to the nature of this course and the limited meetings scheduled.

Student Progress: You will be provided with written information on your progress with each exam. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

Last Day to Drop the Course: Please see university schedule available at www.eku.edu for the appropriate dates.

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement: Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.
Official E-mail: Student Progress: You will be provided with written information on your progress with each exam. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

Course Requirements:

In COU 813, Professional Orientation and Ethics, all students are asked to sign a Student Agreement and Confidentiality and Legal Rights Policy Agreement. If you have transferred into this program and have not signed this agreement, you are required to do so immediately and to give your signed form to your instructor or to the Counseling and Educational Psychology Department Chair. These agreements are in place for all courses in this department and by remaining registered in this course and participating in this class you are verifying that you will honor these agreements. Copies of these agreements are located in the student handbook at [http://www.education.eku.edu/CEP/student_handbook/Agreement_Contract.pdf](http://www.education.eku.edu/CEP/student_handbook/Agreement_Contract.pdf) for your review.

Course Assignments:

Counseling Children & Adolescents In-service Activity (50 pts.)
Each student will plan and demonstrate an “In-service” training document. The activity will be directly related to an “At-risk” population of the student’s choice. (Refer to Blackboard for examples), Students will be asked to proved hard and digital copies to all class members. Please refer to Blackboard for more detailed information. A detailed outline and scoring rubric will be provided with assignment.

Counseling Children Adolescent Resource Portfolio OR Book Review (100 pts. total)
Students should create a Resource Portfolio that they will compile during the course. Students should locate articles from professional journals or other professional resources that outline specific, current and professionally accepted counseling strategies or techniques that can be used counseling children or adolescents. Students need to include a total of 10 articles in their Resource Portfolio, organize the topics accordingly in sections for easy access in practice. Students should type a brief index to the binder for easy access to the specific topic sections.

OR

Students will select one book (must be approved by instructor); write a brief review for inclusion in the resource binder.

Students are also asked to place the collected “In-service” activities in their portfolio as well. A detailed outline and scoring rubric will be provided with assignment.

Child & Adolescent Counseling Video and Paper (150 points total) (50 points per presentation)
Each student will schedule three sessions with a volunteer child to use a technique(s) learned in class or from the readings. The first session will be a semi-structured interview. The second will be a counseling session using a specific theory from the course. The third will be a summary of their time with the client working on relationship building skills.

These sessions will be videotaped. Students must get informed consent from the child AND parent/guardian for the child to participate and to video tape the session. You are encouraged to use the Founders Hall counseling rooms for these sessions. Students will turn in a completed semi-structured interview. In addition, Students will then write a 8-10 page paper describing the intervention, the goals, the theory applied, applicability to diverse populations, the child’s reaction to the activity, and what you would do differently in future sessions (Please refer to Blackboard for more detailed information). A detailed outline and scoring rubric will be provided with assignment.

APA format and a minimum of 10 references are required as follows:
- At least 2 periodicals
- At least 2, no more than 3 electronic documents
- Other references may be from professional journals

**Exams: Three exams: 50 points each. (150 pts.)**
These may include multiple choice, true/false, short answer and essay questions that students can access from Blackboard and complete at home. Students are not permitted to collaborate on examinations.
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<thead>
<tr>
<th>Type of Assignment</th>
<th>Graded by</th>
<th>Date Due</th>
<th>Assignment</th>
<th>Percent of final grade</th>
<th>Points</th>
<th>Your grade</th>
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<tbody>
<tr>
<td>Experiential</td>
<td></td>
<td></td>
<td>Counseling Children &amp; Adolescents In-service Activity</td>
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<tr>
<td>Experiential</td>
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<td></td>
<td>Counseling Children &amp; Adolescent Resource Portfolio OR Book Review</td>
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<tr>
<td>Experiential</td>
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<td></td>
<td>Child &amp; Adolescent Counseling Videos</td>
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<tr>
<td>Didactic/Experiential</td>
<td>Dr. Engebretson</td>
<td>As scheduled</td>
<td>Dyad Presentations of Child &amp; Adolescent Counseling Video and Paper</td>
<td>Included in (3) Counseling Videos</td>
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<tr>
<td>Experiential</td>
<td>Dr. Engebretson</td>
<td>Weekly</td>
<td>Homework and Attendance</td>
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| Total             | 6                  | 100 %           | 400                                                              |
Professional Counseling Websites

CACREP - National Accrediting Body for Counseling Programs
http://www.cacrep.org/directory.html

HPSO - Professional Liability and Insurance Carrier (you are not mandated to use HPSO, provided as an example)
http://www.hpso.com/

ACA - American Counseling Association website
http://www.counseling.org/

American Counseling Association Ethics website - including the 2005 ACA code of ethics, Laypersons Guide to Counseling Ethics, Highlights reflecting changes in the Code of Ethics, A Practitioner’s Guide to Ethical Decision-making

Kentucky Counseling Association – good list of resources, professional conference dates, etc.
http://www.kyca.org/

CSI - Counseling Academic & Professional Honors Society International
http://www.csi-net.org/

Owl - Resource for APA Writing Style
http://owl.english.purdue.edu/owl/resource/560/01/

BIBLIOGRAPHY


**Additional reading suggestions:**


**Tentative Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
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<tr>
<td>Aug. 23</td>
<td><strong>Introduction/Overview</strong></td>
</tr>
<tr>
<td>Aug. 30</td>
<td><strong>Semi structured interview – discussion and groups</strong></td>
</tr>
<tr>
<td>Sept. 6</td>
<td>Chapter 1: Working With Children, Adolescents, and Their Parents: Practical Application of Developmental Theory</td>
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</tbody>
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| Sept. 13 | Chapter 2: The Individual Counseling Process  
Chapter 3: Expressive Techniques: Counseling Interventions for Children and Adolescents |
<p>| Sept. 20 | <strong>VIRTUAL CLASS - Chapter 4: Play Therapy</strong> |
| Sept. 27 | Chapter 5: Brief Counseling in Action With Children and Adolescents |</p>
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<tr>
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<tr>
<td>Oct. 4</td>
<td>Chapter 10: Counseling At-Risk Children and Adolescents</td>
</tr>
<tr>
<td></td>
<td>EXAM 1 - Made available after class</td>
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<td>Oct. 11</td>
<td>Fall Break – no class held</td>
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<td>Chapter 6 -</td>
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<td>25</td>
<td>Chapter 7: Counseling With Exceptional Children</td>
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<tr>
<td>Nov 1</td>
<td>Chapter 8: Counseling Children From Diverse Backgrounds</td>
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<td>EXAM 2 - Made available after class</td>
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<td>8</td>
<td>Chapter 11: Small-Group Counseling (video)</td>
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<td>Chapter 12: Designing a Developmental-Counseling Curriculum</td>
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<tr>
<td>15</td>
<td>Chapter 13: Working With Parents</td>
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<td>Chapter 14: Family Counseling in the Schools</td>
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<td>EXAM 3 - Made available after class</td>
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<td>22</td>
<td>Family Systems Theory – Available via Blackboard</td>
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<td>29</td>
<td>Case Presentations</td>
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<td>Dec 6</td>
<td>Case presentations</td>
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<td>13</td>
<td>Case presentations</td>
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<td>Final Class meeting</td>
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*Flexibility Clause:*
This syllabus should be regarded as a tentative document and subject to change. Any changes to the syllabus or course structure will be announced in class. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to attend class meetings on a regular basis.
Social Issues: Counselling of Children for coping with stress in the following conditions: (a) Separation of Parents (b) Loss of Parents in Armed Conflict etc. (c) Survivors of Child Abuse. Health Concerns: Child Abuse: Issues and Problems and Awareness about Rights of the Child Child Obesity: Causes and Remedies, Prevention through sports activities and yoga. Equity Issues and Inclusion: Inclusion of the Differently Able Street Children and other marginalised groups in the context of India: Problems and strategies to achieve EFA (SSA, RMSA in particular) Schemes and programmes of GOI. Adolescence is a critical and formative period in which individuals begin their transition from childhood to adulthood. Ensuring that adolescents are fully supported in all facets of life, including their mental health and well-being, is critical for fostering this transition and laying the foundation for healthy and productive adulthoods. Mental health conditions constitute a major burden of disease for adolescents globally. In 2019, it was estimated that one in seven adolescents experience mental health conditions [1]. This amounts to an estimated 175 million adolescent boys and girls globally.

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