**The College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

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| --- | --- |
| **COURSE INFORMATION**COUN 5610, Counseling with Children and Adolescents, 4 CreditsPigott, Room 203Thursdays, 4:00pm-8:25pm (8 weeks) | **INSTRUCTOR**Office Hours: Phone:Email:  |

**REQUIRED TEXTS AND/OR READINGs**

**TEXT and MATERIALS**

Smith-Adcock, S. & Tucker, C. (2017). *Counseling Children and Adolescents: Connecting Theory, Development, and Diversity.* Los Angeles: Sage Publications, Inc.

Assigned Readings from Published Literature.

**Content areas**

**COURSE DESCRIPTION**

Graduate Bulletin Description

Focuses on various counseling theories and techniques as they apply to children and adolescents. The course uses a risk-resilience framework for conceptualizing the needs of young clients and the delivery of counseling services. In addition, the course will address adolescent chemical dependency assessment and treatment the impact of developmental delay.

Course Purpose(s)/Goal(s)

The main purpose of the course is to help students develop competencies in counseling with children and adolescents. This course addresses theoretical knowledge and techniques required to provide high quality counseling services to children and adolescents. As a professional, the counselor must be able to select appropriate counseling theories and techniques that will best serve clients who are diverse in age, culture, gender, ethnicity, sexual orientation, and socioeconomic status. The course addresses ethical issues as they apply specifically to counseling with children and adolescents (e.g. confidentiality and informed consent). Students are called on to reflect upon their knowledge, techniques, and ethical behavior as it relates to work with children and youth. Reflection will be evidenced in written assignments and in class discussion.

Course Rationale:

1. CACREP Standards

Section II: Professional Counseling Identity

E. Current counseling-related research in the curriculum.

1. SOCIAL AND CULTURAL DIVERSITY
2. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
3. multicultural counseling competencies
4. help-seeking behaviors of diverse clients
5. COUNSELING AND HELPING RELATIONSHIPS
6. theories and models of counseling
7. a systems approach to conceptualizing clients
8. developmentally relevant counseling treatment or intervention plans
9. development of measurable outcomes for clients
10. evidence-based counseling strategies and techniques for prevention and intervention

2. Washington Administrative Code WAC 246-811-030

 Chemical Dependency Professional

* 2(u) Adolescent chemical dependency assessment and treatment

**KNOWLEDGE AND SKILLS OUTCOMES**

**COURSE OBJECTIVES**

* Students will be able to apply comprehensive, in-depth knowledge of techniques and theories of counseling children and adolescents.
* Students will be able to apply social justice advocacy to situations involving adolescents in counseling settings.
* Students will understand child and adolescent behavior and ways to improve client well-being and enhance resiliency.

**COURSE INSTRUCTIONAL METHODS**

Instructional methods/strategies/techniques will vary and will include: role playing, small group projects, written work, and in-class presentations with student feedback.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

**COURSE REQUIREMENTS**

1. Assignments and Activities: For more detailed descriptions please see the grading rubrics on Canvas.

| **Assignment** | **CACREP Standard**  | **Points Possible**  |
| --- | --- | --- |
| Article Review | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | 10 |
| Advocacy Assignment | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | 10 |
| Expressive Art Class Activity | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | 10 |
| Participation | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | 20 |

1. Grading Scale:

94-100 % A 80-83 B- 67-69 D+

 90-93 A- 77-79 C+ 64-66 D

 87-89 B+ 74-76 C 60-63 D-

 84-86 B 70-73 C- 0-59 F

1. Course Expectations:

This course is organized around the idea of a ‘learning community’, which means that each student’s contributions to our collective learning are as important as her or his individual projects. These contributions to the whole usually show up as ‘participation’, but they also depend on background research outside of class, careful preparation for class discussion, and willingness to foster dialogue during class AND participates in any assigned discussions on Canvas. To receive full points, a student shows up to class prepared with consistent and meaningful thoughts that contribute to and facilitate group discussions. Students are expected to attend every class; missing more than one class could result in failure of the class. Lastly, no zoom option will be provided in lieu of attending class in-person.

**SCHEDULE OF COURSE ACTIVITIES**

| **Date** | **Topics**  | **Readings and Assignments** | **CACREP STANDARD** | **Evaluation****Method** |
| --- | --- | --- | --- | --- |
| Class #16/22/22 | IntroductionsCultural Conversation Common Therapeutic Modalities Used  | Scanned ReadingAssigned Articles  | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | Lecture, group work |
| Class #26/29/22 | Attachment, ACES, and Trauma | **Chapter 10**Assigned Articles | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | Lecture, role play, group work |
| Class #37/6/22 | Collaborating with Systems and Goal Setting  | **Chapter 11**Assigned ArticlesWorkbook Chp 3 | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | Lecture, written assignment, role play |
| Class #47/13/22 | Addressing Bullying, Self-Harm & Suicidal Behavior | **Chapter 12**Assigned ArticlesWorkbook Chp 12 | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | Lecture, role play, group work |
| Class #57/20/22 | Working with Teens and Families Navigating Addiction and Recovery; Developmental Relationship FrameworkGuest Lecture | **Chapter 13** Assigned Articles | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | Lecture, group work |
| Class #67/27/22 | Advocacy Based CounselingGuest Lecture | **Article Review Due** | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | Lecture, written assignment, group work |
| Class #78/3/22 | WISe Program and In-patient Treatment, Guest LectureVIA ZOOM | Assigned Reading**Advocacy Assignment Due** | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | Lecture, written assignment, group work |
| Class #8 8/10/22 | Creativity in Counseling and Expressive Art Therapy | Assigned Articles**Expressive Arts Class Activity** | 1.e; 2.a, b, c; 5.a, b, h, i, jNASP 2.4,5,7,8 | Lecture, Group work |

**NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):**

**Lemieux Library and McGoldrick Learning Commons** (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

<http://www.seattleu.edu/learningcommons>

**Academic Integrity Tutorial**: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: [Academic Integrity Tutorial](https://www.seattleu.edu/academicintegrity) which contains the URL:

<<https://www.seattleu.edu/academicintegrity>>

**DISABILITY ACCOMODATION POLICY AND PROCEDURE STATEMENT**

**NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)**

*If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

**NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)**

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

[**https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679**](https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679)

**Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:

[**https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678**](https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678)

**Professional Conduct Policy (REQUIRED in all syllabi)**

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

**<https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690>**

**WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)**

Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.