



COUN 8700 | CHILD AND ADOLESCENT COUNSELING | FALL 2023

PREREQUISITES

Graduate status and/or permission of course instructor & department chair; COUN 8000, COUN 8020, COUN 8030, COUN 8040, COUN 8200, COUN 8630

COURSE DESCRIPTION AND CONTENT AREAS

This course emphasizes the essential theories, techniques, legal/ethical, diagnostic, and cultural issues needed for building the basic competencies for counseling children and adolescents, with a specific focus on counseling children and adolescents in clinical mental health and school counseling settings. Further, this course assumes a developmental perspective that seeks to a) distinguish normal developmental behaviors and expected adjustment disorders of children/adolescents from the more severe mental illness/formal diagnoses and b) highlight developmentally appropriate specific counseling methods and interventions.

This course introduces students to the basic knowledge and skills necessary to understand and apply working with both children and adolescents in a clinical mental health setting. This course is designed to engage students in activities that will prepare them to provide ethical, competent counseling services to children and adolescents within public and private clinical mental health and school settings.

COURSE WEBSITE

You will participate in this course using the [UNO Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the "Help" link on the top right of the course page on Canvas.

KNOWLEDGE, SKILLS AND LEARNING OUTCOMES AND CACREP STANDARDS CHART

CACREP Standards Chart

Professional Identity Curriculum Standard(s)	Assignment/Learning Activity
F.3.j Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Chapter 1, 2, 3, 4, 10, 11, 12, 13, 14, and 15: Smith-Adcock, S. & Tucker, C. (2016). Counseling children and adolescents: Connecting Theory, Development, and Diversity. SAGE Publications; Thousand Oaks, CA.

COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS



- F.3.j Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP for Masters level standards relevant to this course. Additional standards addressed in COUN 8200 are included in the Standards Chart at the end of this course outline.

COURSE REQUIREMENTS AND METHODS OF INSTRUCTION

REQUIRIED TEXT

Smith-Adcock, S. & Tucker, C. (2016). Counseling children and adolescents: Connecting Theory, Development, and Diversity. SAGE Publications; Thousand Oaks, CA.

SUPPLEMENTAL READINGS

American Counseling Association. (2014). ACA Code of Ethics and Standards of Practice. Alexandria, VA: Author
American School Counseling Association (2016).
ASCA Ethical Standards for School Counselors. Alexandria, VA: Author.

METHODS OF INSTRUCTION

Face-to-face learning with utilization of digital learning platform (Canvas)

Group instruction/discussion/projects-20%
Individual Readings-25%
Individual completion of assignments-25%
In-class lecture/demonstration of skills: 30%

TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox browser

TECHNICAL SUPPORT



You may also receive support from

- Information Technology Services Technical Support (human support)
unohelpdesk@nebraska.edu
402-554-4347 (HELP)
Eppley Administration Building, Room 104
Monday – Friday 8:00 to 5:00 pm

DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

Foundational Knowledge

GROUP PRESENTATION (20 PTS)

The class will be divided into groups based on the age/population you foresee yourself working with most often. Very Young Children (0-4), Young Children (5-8), Older Children (9-11), Young Adolescents (12-14), and Older Adolescents (15-19). Each group will present relevant information from our text and peer reviewed journal articles to the class. Each member of the group will contribute 1 Power Point Slide, 1 Journal Article review, and the group as a whole must have 1 role play demonstration.

Presentation time should be approximately 25 minutes and must not exceed 30 minutes. Presentation materials (e.g., PPT slides) must be submitted at least 48 hours prior to the class meeting. Please select one student to submit for the group.

Presentation should provide four areas of focus:

- (1) “Introduction”: Statistics, definitions, and current situations about the population
- (2) “Key Problems”: Important issues and concerns (including some results/outcomes of selected articles)
- (3) “Prevention & Intervention” strategies to the problem as a counselor
- (4) “Demonstration”: Demonstration of one skill/technique/intervention/tool introduced in area #3. You can either demonstrate with your peer in class or show a pre-recorded video clip

FINAL EXAM

Exam will be given on the last class date (August 11, 2022) It will consist of T/F, multiple choice and short answer questions based on notes, course materials, class discussions, group presentations, Power Points, etc.

Integration, Application, and Learning How to Learn



CASE CONCEPTUALIZATION & TREATMENT PLAN (20 PTS)

Students will watch a child/adolescent-oriented film, write a case conceptualization, and build a brief treatment plan applying the knowledge learned through the course. Some movie characters show resilience against life stressors and overcome them in the movie while others go extreme to the opposite way. In order to answer the questions from Part II, you want to assume that you are seeing the child/adolescent client at a time point when the character is in a challenging time before recovery or going extreme. If there is more than one child featured in the film, you should select one of them for your responses. This assignment will give you an opportunity to understand a child/adolescent from an ecological perspective. Your case conceptualization and treatment plan cover the following points:

Part I: Case Conceptualization

- Identify major characters and briefly describe the storyline.
- What was the family's structure (i.e., single parent, blended, etc.)?
- What were the unique characteristics of the development of the child?
- What were the major challenges faced by the child?
- What were the strengths/supports/resources/protective factors of the child?
- What did you learn about the child's worldview?
- Think "intake" information

Part II: Treatment Plan

- What would be the treatment goal and objectives for the child?
- What assessment tools would you consider using for the child?
- What would be specific intervention strategies to achieve the goals and objectives?
- What are the cultural implications, if any, that would influence your work with the child?

Some examples of movies that a child figure plays the main character include:

What's Eating Gilbert Grape (1993); Matilda (1996); Inside Out (2015); Good Will Hunting (1997); Léon: The Professional (1994); Bully (2012); Room (I) (2015); Finding Nemo (2003); Harry Potter Series; etc.

Caring and Human Dimension

INNER CHILD ASSIGNMENT (5 PTS)

We were all children once! We will do an assignment in which we will write to our inner child, and our inner child will write to us.

EXPERIENTIAL (5 PTS)



Through the use of several “stations”, we will have the chance to experience different types of current techniques, modalities, and fun used in clinical practice and/or school environments with children. A short reflection paper will be included to integrate what you have learned.

SHOW & TELL: “SHOW & TELL” - 1 & 2 (10 PTS; 5 PTS EACH)

Students are required to bring the items to class over two class meetings (each worth 5 points). If you do not have the item in a physical way, bring a printed copy of its likeness to show and tell.

Show & Tell #1: Reflect on your favorite childhood book and bring the book to the class.

Show & Tell #2: Reflect on your favorite board game/doll/toy that you played as a child and bring the item to the class.

ATTENDANCE / PARTICIPATION / PROFESSIONAL DEMEANOR (20 PTS)

This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities (e.g., in-class role-plays, Show & Tell). Come to class each week prepared to discuss the material, ask questions, and participate in role-plays for the purpose of skill building.

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Activity	Points
Inner Child	5
Show & Tell	5 pts each/ 15 total
Experiential Participation and Reflection	5
Journal Article	10 pts each/20 total
Group Presentation	20
Case Conceptualization and Treatment Plan	20
Mid Term	20
Attendance/Participation	20



Total	125
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GRADING SCALE

90-100% = A; 80-89%=B; 70-79%=C; 60-

69%=D; 00-59%=F

Note: If you are on track for a D, you are failing the course. A grade of B or above must be earned in this class before any practicum course may be taken.

Grade	% Range	Points Range
A	90-100	113-125
B	80-89	100-112
C	70-79	88-99
D	60-69	75-87
F	<60%	Less than 75

Commented [IK1]: Need calculation

UNIVERSITY POLICIES

ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with [Accessibility Services Center](#) (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu.)

ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Academic and Student Affairs](#) for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, do not cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.



TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Title IX website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the [Counseling and Psychological Services \(CAPS\)](#) or [Gender and Sexuality Resource Center](#).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).

GRADING POLICIES

GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

You will find the Department of Counseling grade appeal policy in the Student Handbook:

<https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>

DROPPING A COURSE



A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.

COURSE EXPECTATIONS

CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

Adhere to the 2014 ACA Ethical Guidelines.

PARTICIPATION AND ABSENCE

This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities. You need to come prepared with dialogue, questions, comments, and having read the assigned text materials. Absences and lack of class readiness will lower the final grade in this course. **Students will lose 5 points off of their total grade for each absence. I have built one grace day into the schedule, so you may miss one day without penalty. All other absences will result in losing 5 points from your final grade. You can make up for one missed class by attending a training, proof of attendance will earn you back 5 points. This training must be pre-approved.** Class participation expectations include: constructive feedback for peers, preparation for class, attendance and punctuality, review of professional literature.

Active use of your UNO email and Canvas is required. If you do not have internet access or printing capabilities from home, plan to spend time in the library or one of the computer labs on campus. There are no excuses for not being able to access information or turn in work.

This course is built **using Finks Significant Learning Taxonomy**. This taxonomy includes both learning activities and assessment measures that include foundational knowledge (understanding and remember information and ideas), application (skills, critical thinking, manage projects), integration (connecting ideas, people, and different areas of life), human



dimension (learning about oneself and others), caring (developing new feelings, ideas, and values), and learning how to learn (becoming a better student through inquiring about subjects as a self-directed learner).

Conducting any personal or non-8700 work while in class is prohibited and can lead to point deductions for class participation.

In the event of personal, family or work issues or emergencies that can lead to a late arrive to class or an absence from class, students are required to notify the instructor at the earliest possible time. If necessary or appropriate, make up dates and assignments will be addressed between the student and instructor. However, all absences receive point deductions as indicated in the class participation guidelines outlined below.

GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

Students will seek writing assistance at the UNO Writing Lab when requested by instructor; Proof of participation with the UNO Writing Lab is required in the form of an email to the instructor from the UNO Writing Lab.

LATE WORK

Late assignments will receive an automatic deduction of 10% on the total points assigned to the activity/assignment unless the instructor has granted an exception. Exceptions are for emergency purposes only and are provided at the instructor's discretion.

RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is expected at all times, whether a student is in class or recording a session with a client. Client confidentiality and the content of practice sessions both in and out of class



are crucial elements of ethical conduct; honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.

FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Cox is prohibited. All copies and recordings remain the property of UNO and Professor Cox. UNO and Professor Cox reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

ESSENTIAL COURSE OBJECTIVES

The following course elements constitute essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.

1. Group interaction through active participation in role-play or group activities. Includes receiving constructive feedback from peers and instructor, and providing such feedback;
2. Participation in self-awareness and self-assessment discussion with respect to strengths and weaknesses in working with children and adolescents;
3. Removing or modifying essential course objectives results in fundamental alteration. If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.

*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.