



Course Syllabus

**COU 621 Counseling Children & Adolescents (3 Credits)
Summer Session July 12-August 13, 2021
Mondays & Wednesdays 6:15-9:00 @ Zoom link in Canvas**

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Course Description

The foundations and techniques of individual and group counseling with particular emphasis on theories, operational approaches, tools, and related procedures across school and clinical settings.

Prerequisites

COU 640, COU 641 and admission to program.

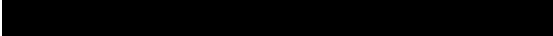
Required Materials

Smith, Adcock, S., & Tucker, C. (2017). Counseling children and adolescents: connecting theory, development, and diversity. Washington DC: Sage. ISBN 9781483347745.

Access to Season 1 of the Fosters: Available with Netflix subscription or available for purchase on through Amazon.

APA citation for The Fosters: Bredewig, B. (Producer) & Paige, P (Producer) et al. (2013). The Fosters [Television series]. Freeform: Burbank, CA.

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Student Learning Outcomes (aligned with CACREP 2016 Standards)

| Students will have knowledge of: | CACREP ¹ | Class Assignments | Cross-curricular experiences |
|--|---------------------|--|---|
| advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients | 2.F.1.e | Readings | COU 601, 610, 650, 675, 602, 673. 690, 691, 692, 693 |
| ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling | 2.F.1.i | Readings; class discussion | COU 601, 640, 650, 675, 600, 674, 602, 622, 642, 690, 691, 692, 693 |
| multicultural and pluralistic characteristics within and among diverse groups nationally and internationally | 2.F.2.a | Readings; class discussion; | COU 610, 642, 673 |
| multicultural counseling competencies | 2.F.2.c | Readings; Expressive Arts activity | COU 610, 640, 660, 670, 675, 674, 642, 673 |
| the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others | 2.F.2.d | Beginning & ending reflections | COU 610, 620, 630, 640, 674, 673 |
| help-seeking behaviors of diverse clients | 2.F.2.f | Beginning & ending reflections; readings; Fosters: response 1, 2 & application paper | COU 610, 620, 640, 675, 674, 642, 673 |
| strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | 2.F.2.h | Readings; Fosters: response 1, 2 & application paper | COU 610, 600, 673 |
| theories of individual and family development across the lifespan | 2.F.3.a | Readings; Fosters: response 1, 2 & application paper | COU 620, 674, 642 |
| theories of learning | 2.F.3.b | Readings | COU 620 |

| | | | |
|--|---------|--|--|
| effects of crisis, disasters, and trauma on diverse individuals across the lifespan | 2.F.3.g | Readings; Fosters: response 1, 2 & application paper | COU 620, 674, 622 |
| ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan | 2.F.3.i | Readings; Fosters: response 1, 2 & application paper; class discussions | COU 620, 630, 600, 622, 642, 673 |
| ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships | 2.F.5.d | Research Contemplative Practice; Contemplative Practice; Class discussions; readings | COU 601, 640, 641, 650, 675, 600, 674, 622, 642, 673 |
| developmentally relevant counseling treatment or intervention plans | 2.F.5.h | Readings; create/design intervention; present intervention/activity | COU 630, 641, 675, 671, 622 |
| evidence-based counseling strategies and techniques for prevention and intervention | 2.F.5.j | Readings; create/design intervention; present intervention/activity | COU 641, 674, 622, 642 |
| procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide | 2.F.7.c | Readings | COU 601, 641, 650, 671, 674, 622, 642 |
| procedures for identifying trauma and abuse and for reporting abuse | 2.F.7.d | Readings; Fosters: response 1, 2 & application paper | COU 601, 650, 660, 671, 674, 622, 642 |
| identification of evidence-based counseling practices | 2.F.8.b | Readings; Techniques handbook | COU 640, 670, 675, 680, 671, 674, 622, 642 |
| evaluation of counseling interventions and programs | 2.F.8.e | Readings | COU 640, 660, 680, 671, 622 |
| characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders | 5.G.2.g | Readings; Fosters: response 1, 2 & application paper | COU 620, 670, 602, 622 |
| common medications that affect learning, behavior, and mood in children and adolescents | 5.G.2.h | Readings | COU 602, 622 |
| signs and symptoms of substance abuse in children | 5.G.2.i | Readings; Fosters: response 1, 2 & | COU 660, 670, 622 |

| | | | |
|--|---------|--|-----------------------------|
| and adolescents as well as the signs and symptoms of living in a home where substance use occurs | | application paper | |
| interventions to promote academic development | 5.G.3.d | Readings; create/design intervention; present intervention/activity | COU 654 |
| techniques of personal/social counseling in school settings | 5.G.3.f | Class discussions | COU 640, 650, 602, 693, 692 |
| skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement | 5.G.3.h | Research Contemplative Practice; Contemplative Practice;Fosters: response 1, 2 & application paper | COU 670, 602, 673 |

¹CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

Method of Instruction

This class meets twice per week for 3.0 clock hours. Instruction involves group work, discussions, experiential activities, student presentations, and lecture. Additional course work will be completed by students on Canvas.

Required Materials

Smith, Adcock, S., & Tucker, C. (2017). Counseling children and adolescents: connecting theory, development, and diversity. Washington DC: Sage. ISBN 9781483347745.

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Course Assignments & Grading

This course has required, recommended, and optional assignments to encourage students to choose which assignments most interest them. Students must complete a minimum of 100 points worth of required, recommended and optional assignments if they wish to receive an A in this course.

- A 100+ points
- B 80-99 points
- C 0-79 points

Required Assignments

| | |
|----------------------|----|
| Zoom Participation | 20 |
| Beginning Reflection | 20 |

Recommended Assignments

| | |
|--------------------------|----|
| Fosters: Response 1 | 10 |
| Research Cont. Practice | 15 |
| 15-min chat with prof | 15 |
| Expressive Arts activity | 15 |
| Ending Reflection | 20 |

Optional Assignments

| | |
|-------------------------------|----|
| Create/Design Intervention | 15 |
| Present Intervention/Activity | 15 |
| Fosters: Response 2 | 10 |
| Fosters: Application Paper | 40 |
| Contemplative Practice | 15 |

***Other optional assignments may be added in response to interests of the learners in the course and unique dialogues that result with guest speakers/counselors.**

Assignment Descriptions and Scoring Guides/Evaluation criteria will be posted on Canvas.

Grading Feedback

Several of the assignments in this course are graded as complete/incomplete. A grade of complete indicates the student has competently completed the assignment. If a student wishes for additional feedback than is provided in the comments section, it is the student’s responsibility to request additional feedback. Students should expect feedback on assignments within 7 days of submission except when faculty becomes ill, experiences a traumatic event, and/or provides notification via announcement of a different timeline.

Grade Appeal

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal. <https://inside.nku.edu/scra/information/students/rights-responsibilities.html>

Grading Scale

| Letter grade | Points |
|--------------|-------------|
| A | 100+ points |

| | | |
|---|--------------|--|
| B | 80-99 points | |
| C | 0-79 points | |

Final Exam Information

There is no final exam in this course.

Student Evaluation of Instructor and Course

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations, go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware that:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Course Policies

Policy on Late Assignments:

Late assignments may be accepted at the discretion of the instructor, and are likely to be granted in the event of illness, hospitalization, or death of a loved one. Please contact the instructor via email to advise of the need for an extension and recommend a timeline for completion of late work.

Non-Attendance Policy

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance. Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Communication

Students should expect responses to emails within 24 business hours (Monday-Friday am-5pm). Emails received after 4pm on Friday will be responded to on the following Monday. Please send me a second email if I have not yet responded within 24 business hours (Monday-Friday 8am-5pm).

Kindness and Respect for the Worth & Dignity of Human Beings Policy:

Kindness and respect for others are expected in all class sessions, Canvas postings and correspondence made regarding the course or its content. Treating your classmates and the instructor with dignity and respect are essential to constructing a positive learning environment, and they help keep our cortexes online (our adult brains). Students who insult, degrade, or speak disrespectfully to others in zoom sessions or via electronic forums (Canvas, email, etc.) may be asked to leave class. Feel free to disagree with the ideas expressed, and work to keep the discussions focused on content/ideas.

Cell Phone Policy

All cell phones need to be set to silent and stored during the duration of class. Cell phone usage in class is considered disengagement and will reflect negatively on the class participation grade, except when it is used for on-task learning behavior. On days when students are distracted by their cell phones in class, they will be considered as not participating in class.

Commitment to Optimal Learning for All Students: In the College of Health and Human Services we believe that our individual differences can deepen our understanding of one another and the world around us rather than divide us. I, as the instructor of this class, value people of all races and ethnicities, genders and gender identities, religions and spiritual beliefs, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. As the instructor, I strongly encourage everyone to share their rich array of perspectives and experiences, but to do so in a way that is respectful of others. Our discussions are opportunities for each of us to challenge underlying

assumptions about our beliefs as we advance our knowledge, skills, and dispositions as professionals in our chosen discipline. I reserve the right to intervene in discussions/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner. My role as instructor is to ensure a classroom environment that is optimal for the learning of all students. If you feel your differences may in some way isolate you from our class community or if you have a need for any specific accommodations, please speak with me early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Student Honor Code

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein.

Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of "F," or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy.

Additional information is available at: <https://inside.nku.edu/scra.html#policies>

Accommodations Due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office

(SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

| | |
|--|--------------|
| Course meetings: 3 hours x 10 sessions | = 30.0 Hours |
| Assigned Reading & Listening | = 65.0 Hours |
| The Fosters: Viewing/Assignments | = 40.0 Hours |
| Reflections & Intervention/Activity | = 15.0 Hours |
| Total | 150 |

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

Name / Pronoun

My gender pronouns are [she, her, hers](#). I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

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 on Canvas. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to check the class Canvas site on a regular basis.

Tentative Course Schedule

| Date | Course Session Topics | Readings—All readings due before class |
|-------------|--|--|
| 7/12 Mon | Introductions/Course Overview Understanding Nervous Systems Hand Brain | |
| 7/14 Wed | Understanding Trauma Flock/Flee/Fight/Freeze/Faint | Chapter 1, 3 |

| | | |
|--------------|---|---|
| 7/18 Sun | No class (Assignments due) | Beginning Reflection Fosters Response 1 |
| 7/19 Mon | Context is Everything Cultivating Safety Language & Empowerment | Chapter 4 |
| 7/20 Tues | Assignment due | Research Cont. Practice |
| 7/21 Weds | Co-Regulation & Foundations for Resilience Five Resiliency Factors | Chapter 6 |
| 7/25 Sun | Assignment due | Fosters Response 2 |
| 7/26 Mon | Elementary Focus Developmental Considerations, Strategies, Skills & Interventions for Counseling Children | Chapter 11 |
| 7/28 Wed | Children continued | Chapter 9,12 |
| 8/2 Mon | Understanding Adolescents, Developmental Considerations, Strategies, Skills & Interventions | Chapter 13 |
| 8/3 Tues | Assignments due | 15-min chat with prof Expressive Arts Activity |
| 8/4 Wed | Adolescents continued | Chapter 14 |
| 8/9 Mon | Course Integration & Application Skills, Strategies, Interventions for Counseling Children & Adolescents | Chapter 7 |
| 8/6 Fri | No class (Assignments due) | Create & Design an Intervention Fosters: Application Paper |
| 8/11 W | Course Integration & Application Skills, Strategies, Interventions for Counseling Children & Adolescents Course Review & Wrap Up | Present & Demonstrate Intervention Zoom Participation Self- report |
| 8/13 Fri | No class (Assignments due) | Documentation of Cont. Practice Ending Reflection |