

Texas A&M University - Central Texas
Special Topics, COUN 5389.110 Child and Adolescent Counseling
FALL 2017 (16 Weeks)

Professor: Yesim Saatci, Ph.D., NCC

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Office Hours: **M:** 2:00-7:00pm.; **W:** 1:00-6:00pm.

Student-instructor interaction: My preferred mode of communication is by e-mail. I may also be available during the week by appointment.

Class will be held: WH 312

UNILERT: Emergency Warning System for Texas A&M University – Central Texas
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at <https://www.tamuct.edu/departments/security/unilert.php> to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

Course Description:

Child and Adolescent Counseling course prepares counselors to address the specific needs of children and adolescents, with emphasis on developmental needs, specific therapeutic interventions, and common emotional issues. Group and individual counseling techniques and treatment planning are included.

Course Information:

This course is an elective special topic course for students seeking master's degrees in counseling with the school counseling focus seeking school counselor certification in Texas and/or seeking licensing as a professional counselor who will be counseling children and adolescents.

Course Procedures: Involvement and learning in the course will be facilitated by means of:

- Lecture
- Small group activities and discussion
- Assigned readings and class discussion
- Roleplay with toys and other hands on activities
- Videotapes and practicum experience

Required Textbook:

Henderson, D., & Thompson, C. L. (2016). *Counseling children*. (9th ed.). Belmont, CA: Brooks/Cole.

Optional Book:

Ferguson, S. (2002). *What parents need to know about children*. Dallas, TX: Ludic.

COURSE OBJECTIVES:

1. demonstrate understanding of issues that may affect the development and functioning of students (e.g., self-injury, childhood depression and suicide)
2. demonstrate understanding of approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.
3. demonstrate understanding of strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children;
4. ethical and legal considerations as related specifically to counseling children and adolescents (e.g., the ACA Code of Ethics).
5. identify developmental theories (i.e., Piaget & Erikson) and their contribution to understanding children and adolescents.
6. demonstrate understanding of applying developmental theory to therapeutic interventions.
7. describe the use and value of expressive arts techniques with children, pre-adolescents, and adolescents.

CONTENT AREAS:

I. Child/adolescent development

- A. Piaget
- B. Erikson

II. Childhood/adolescent disorders and issues

- A. Depression
- C. Substance abuse

III. Counseling

- A. Counseling theories appropriate for children and adolescents
 1. Child-Centered Play Therapy
 2. Adlerian Child Play Therapy
 3. Play Therapy
 3. Solution-Focused Brief Therapy (SFBT)

4. Reality Therapy

B. Legal and ethical concerns related to counseling children and adolescents

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS/GRADING:

1. Participation in Class

Regular class attendance and participation is required.

2. Taped Practicum Experience of Counseling Children and Adolescents:

(a) Tape 1: Arrange a **20 minute** counseling session with a child or adolescent, other than your own, at your home, or child's home. Apply **Cognitive Activity** (Wishes/Needs activity) as you watched in class.

(b) Tape 2: Create a **Play therapy Tape (20 minute) with a child who will play and create a scenario with the toys.** Do not conduct counseling sessions until after **Child-Centered Play Therapy** for children/adolescents have been discussed in class.

Videotape the session and critique the experience in a paper, **2-3 pages**, double-spaced using the following subheadings:

- Overview of the Session (setting, happenings, etc.)
- My feelings about the session (write in detail)
- Child's Feelings (your best guess or hunch if you're not sure)
- Corrected Response (very important)**

Select four responses you would like to correct and show how you would change the response using the following format:

Child – (said or did... Give child's verbal response or action)

Your Response

Corrected Response

Reason for Change

(c) **Tape 3:** Arrange a **20 minute** counseling session with a child or adolescent, other than your own, at your home, or child's home. Apply either **Rosebush Activity** or **Small Boat in a Big Storm Activity (Expressive Arts Activity)**.

3. Child/Adolescent Issue Paper

Submit a **5 page (written portion) research paper with 5 references, APA-style paper, on a child or adolescent issue** (e.g. ADHD, Reactive Attachment Disorder, Substance Abuse, Oppositional Defiant Disorder, etc.) and applications for facilitating improvement, management, or resolution of implications of the respective issue. Include best counseling practices and techniques to use with child/adolescent in therapy for the issue. **The page count does not include the title page and reference pages.**

4. Research Paper as Final Exam—Submit a **3 page (written portion) paper with 5 references** with an additional cover page and references page. Explain one theory of your Choice: **(a)** Who the pioneer(s) is (are) of the theory; **(b)** Goals of therapy, treatment, and key concepts including how this theory applies to children; **(c)** Techniques and/or activities used in this therapy. **It will be presented in class.**

Grading of the Assignments:

Participation in class – **10 points**

3 Counseling Session Tapes and Critique – **10 points each (30 points in total)**

To research a Child/Adolescent Issue Paper- **30 point**

Research a Child Counseling Theory of your Choice - **30 points**

Total 100 points.

Thus, averaging the above:

A: 90 & up,

B: 80-89,

C: 70-79

TENTATIVE COURSE SCHEDULE
(Class Meets on Wednesdays, 6:00-8:45pm.)

Week of 8/30 (1) Child Development Reading: T&H (Chapters 1 & 2)

Week of 9/6 (2) Child-Centered Counseling Reading: T&H (Chapter 6)

Week of 9/13 (3) Gestalt Counseling Reading: T&H (Chapter 7)

Week of 9/20 (4) Adlerian Counseling Reading: T&H (Chapter 11)

Week of 9/27 (5) Expressive Arts Therapy

Week of 10/4 (6) Reality Therapy and Solution-Focused Approach

Reading: T&H (Chapters 4 & 5)

Taped Counseling Session-1 (20 min.) due and In Class Self-Critique/Class Discussion

Reading: T&H (Chapter 14) and Chapters 6 & 7 from the Ferguson book

Week of 10/11 (7) Play Therapy

Taped Counseling Session-2 (20 min.) due and Written Self-Critique/Class Discussion

Week of 10/18 (8) Filial Therapy

Week of 10/25 (9) Self-Injury Reading: T&H (Chapter 18) **Research Paper due**

Week of 10/26 (10) Group Counseling with children

Reading: T&H (Chapter 17)

Week of 11/1 (11) Consulting with Parents and Teachers

Taped Counseling Session-3 (20 min.) due and In Class Self-Critique/Class Discussion

Reading: T&H (Chapter 16) and Chapters 3, 4, 8 & 9 from the Ferguson book

Week of 11/8 (12) Working with Children with Special Needs (Chapter 19)

Week of 11/15 (13) Ethics with Children and Adolescents Reading: T&H (Chapter 20)

Week of 11/22 (14) Thanksgiving Break

Week of 11/29 (15) Theory Research Paper Due (Final)

Week of 12/06 (16) Last day of class

Note: The instructor has the right to make minor changes in the syllabus and final grading structure when deemed appropriate. All changes will be provided to currently enrolled students either in class or in writing.

Important University Dates:

August 28, Add/Drop/Late Registration begins
August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
September 1, Priority Deadline to Submit Graduation Application
September 4, Labor Day, CAMPUS CLOSED
September 5, Last day to drop 1st 8-week classes with no record
September 13, Last day to drop 16-week classes with no record
September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
October 6, Deadline to submit graduation
October 20, Last day to withdraw from the University (1st 8-week classes WF)
October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
October 30, Last day to drop 2nd 8-week classes with no record
November 10, Veteran's Day
November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
November 23-24, Thanksgiving, CAMPUS CLOSED
December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
December 15, Last day to file for Degree Conferral (Registrar's Office)
December 15, Commencement (End of Fall Term)
December 25-January 1, WINTER BREAK

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at ldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact

Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Dr. Saatci will reduce 10% for every work/assignment that is submitted late.

Copyright Notice.

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