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

Counseling Children and Adolescents 3 CR
CHARDIN 142
Day of the week/hours 4:15-6:55
Term: Fall 2016

INSTRUCTOR
Dr. Mary Amanda Graham
Office: Loyola 218
Office hours: By Appointment
Phone: (206)-296-5748
Email: grahamm@seattleu.edu

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS
The Elements of Counseling Children and Adolescents Cook-Cotton, Kane and Anderson ISBN 978-0-8261-2999 CC

Integrating the Expressive Arts into Counseling Practice White and Davis ISBN 978-082610606-3 IE

Additional Readings Require: TBA

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)/Goals
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/school psychologist 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.

2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   b. multicultural counseling competencies
   c. help-seeking behaviors of diverse clients

5. COUNSELING AND HELPING RELATIONSHIPS
   a. theories and models of counseling
   b. a systems approach to conceptualizing clients
   h. developmentally relevant counseling treatment or intervention plans
   i. development of measurable outcomes for clients
   j. 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.

Performance-based Student Outcomes
• Students will create a resource guide that systematically improves personal/social, career and academic wellness for students and their support system.
• Students will observe and analyze student behavior for treatment planning purposes.
• Students will analyze a case and provide a detailed treatment plan.

Assessment Procedures with Evaluation Criteria and/or Rubrics: See Canvas

COURSE INSTRUCTIONAL METHODS
Instructional methods/strategies/techniques will vary and will include: role playing, written projects and group work.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

COURSE REQUIREMENTS

• Assignments and Activities

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observational/Play Project</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>40pts</td>
</tr>
<tr>
<td>Informational Project</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>60pts</td>
</tr>
<tr>
<td>Online Learning (including crisis project, treatment plan, discussion boards and additional reading and assignments) Information provided on CANVAS</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>100pts</td>
</tr>
<tr>
<td>Participation</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>100pts</td>
</tr>
</tbody>
</table>

• Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100 %</td>
<td></td>
<td>67-69</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td></td>
<td>64-66</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
<td>60-63</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td></td>
<td>0-59</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>74-76</td>
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<td></td>
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<tr>
<td>C-</td>
<td>70-73</td>
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Course Expectations:

**Assignments**: 20% deduction for each day late. Late work will not be accepted on the third day late.
As a graduate student you are expected to attend class on-time, be prepared for discussions, completed all assignments and readings and refrain from texting or surfing the web. If you are unable to adhere to these expectations there will be deductions made on your participation point.

### SCHEDULE OF COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>CACREP STANDARD</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1 9/27</td>
<td>Introduction Assessment Student Needs</td>
<td>Chapters 1 CC Chapter 1 IE</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>Lecture, roleplay, group work</td>
</tr>
<tr>
<td>Class #2 10/4</td>
<td>ONLINE</td>
<td>Chapters 2-9 IE</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>Discussion Board and Written Assignment</td>
</tr>
<tr>
<td>Class #3 10/11</td>
<td>Applying Theories to Children and Adolescents. How to help them engage and succeed</td>
<td>Chapter 5 CC Online Assignment Due</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>Lecture roleplay, group work</td>
</tr>
<tr>
<td>Class #4 10/18</td>
<td>How to REALLY work with kids</td>
<td>Chapter 2-4 CC</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>Lecture roleplay, group work</td>
</tr>
<tr>
<td>Class #5 10/25</td>
<td>Special topics</td>
<td>Reading TBA</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>Lecture roleplay, group work</td>
</tr>
<tr>
<td>Class #6 11/1</td>
<td>Sand Tray Music Integration</td>
<td>Chapter 10-11; 13 IE</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>Lecture roleplay, group work</td>
</tr>
<tr>
<td>Class #7 11/8</td>
<td>ONLINE</td>
<td>Play Date and Observation Due</td>
<td>1.e; 2. a, b, c; 5. a, b, h, i, j NASP 2.4,5,7,8</td>
<td>Discussion Board and Written</td>
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</tbody>
</table>
**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](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>](https://www.seattleu.edu/academicintegrity)

**DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT**

**NOTICE to STUDENTS concerning DISABILITIES**

*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

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

Academic Grading Grievance - Procedure for Challenging Course Grades
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

Professional Conduct Policy

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

[WAC 180-78A-165 (4)]