



Summer 2020
CNS 5250: Counseling Children
and Adolescents



College of Health Sciences
Department of Counseling

Accredited by:

National Council for Accreditation of Teacher Education (NCATE)

North Carolina Department of Public Instruction (NCDPI)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

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Office hours:

by Appointment

Course meeting time and location:

Face to Face: Tuesday 5:30—9:30pm; Weinstein HSCI, Room 107

Online: Asynchronously on Canvas

Course Description from Academic Catalog

This course provides an opportunity for students to practice counseling strategies that are designed to address factors that impact student learning and development. Specific topics discussed include effective communication with parents and school personnel, leadership styles, play media, and special needs children. Ethical and legal considerations specific to the practice of counseling children and adolescents in schools and educational systems are presented.

Credit: 3 semester hours

Prerequisite: Completion of all core counseling courses or permission of the instructor

Required Textbook

Kress, V. E., Paylo, M. J., & Stargell, N. A. (2019). *Counseling children and adolescents*. Columbus, OH: Pearson. *With MyLab Access

NOTE: If you would like a hard copy of the text (as opposed to an e-text), you have two options:

- 1.) Purchase a new copy of the text with Pearson MyLab access.
- 2.) Purchase a used textbook and pay for the MyLab separately through the Canvas course link (which also comes with access to the e-text).

If you do not need a hard copy of the text, you can purchase MyLab access directly through the Canvas link, which also comes with access to the e-text.

Optional Texts

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Web Resources

- American Counseling Association: www.counseling.org
- American School Counselor Association: <http://schoolcounselor.org/>
- National Board for Certified Play Therapists: www.a4pt.org
- National Board for Certified Counselors: www.nbcc.org
- Online Writing Lab for APA Style: <https://owl.english.purdue.edu/owl/>
- Academic Support for UNCP Students: <https://www.uncp.edu/departments/center-student-success>

Course Content and Process

This course is fully online. We will use UNCP Canvas and UNCP email to transfer information throughout this course. Please refer to the course calendar contained within this syllabus for information regarding tasks that need completed each week. This fully online class is asynchronous, and you may complete all coursework at your own pace as long as it is submitted by that deadlines stated on the course calendar.

This course focuses on the mental health interventions that support youth learning and development. We will explore ethical and legal considerations, communication with client microsystems, leadership styles, play media, and counseling students with special needs.

This course will be taught using a variety of methods including readings, lectures, video demonstrations, activities, and quizzes. Formal lectures will be used and class participation will be emphasized extensively. Students will have an opportunity to synthesize and apply what they are learning through skills practice and individual feedback regarding ideas and skills

Use the APA manual for formatting all aspects of written work. Failure to follow APA format will negatively impact your grade on all written assignments. Exception: it is not necessary to include abstracts with any written assignments.

Please ensure you meet the following minimum technical requirements for the course:

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- Adobe *Acrobat* Reader for viewing PDF documents
- Microsoft *Word* for creating/opening word-processed documents
- Microsoft *PowerPoint* for creating a presentation
- Access to the Internet, ideally with high-speed connection (not dial-up)
- Ability to access your UNCP student *Bravemail* (e-mail) account and course *Canvas* site

Assignments are due online through the course Canvas site on the date and time indicated in the course calendar. No assignments will be accepted as a hard copy or via email. Assignments will be considered late until submitted at the designated location in the Canvas site. Please refer to dates listed in the syllabus as the definitive guide for course requirements.

This course requires three hours of asynchronous online class each week. As a graduate-level class, it is expected that students spend two hours outside of class in preparation for every hour spent in class. This time should be spent completing assignment, completing required readings, and preparing for class meetings.

Student-Instructor Communication & Availability

We can communicate about this course via uncp email, phone, and Canvas discussion posts/announcements. It is your responsibility to check Canvas and your university email account regularly throughout the course. Though I do not guarantee a specific response time to emails, every effort will be made to reply within 12 business hours to your communication.

UNCP Emergency Information

The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about emergency weather or other emergencies relating to UNCP. As always, if you believe that commuting to campus during inclement weather places your life or property at risk, then stay at home and notify your instructor.

Hotline: 910-521-6888

<https://www.uncp.edu/campus-life/police-and-public-safety/emergency-information>

Student-Created Materials on the Online System

As students of a hybrid course, you will be required to post your own work on the Canvas site. No student work will be retained in the course site, and no others will have access to it beyond the duration of the term. Please retain a copy of your original work if you would like to access it after the course ends.

I may post a student's work on the Canvas site with that student's written permission. No evaluative commentary or grade information may be included with student work if the work includes information identifying its creator. Students' copyrights in their work shall be governed by the UNC Pembroke Copyright Policy. This policy also applies to student-posted messages in a Discussion Forum.

Note: Students are responsible for all knowing and upholding all material found in the UNCP Graduate Student Handbook and the UNCP Counseling Programs Student

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Handbook, both of which can be found online using any browser by entering the search term “UNCP Graduate Student Handbook” and/or “UNCP Counseling Student Handbook”

Optional Activities

In order to gain the most from this course it is highly recommended that you complete a learning styles inventory at <http://vark-learn.com/the-vark-questionnaire/>
Take note of the learning strategies for your style, and practice using them in this course!

It is imperative that students thoroughly address their own mental health needs in order to reduce bias in their counseling practice. The UNCP Counseling Center (1.910.521.6202) provides free individual counseling to all currently-enrolled students. <https://www.uncp.edu/campus-life/counseling-and-psychological-services/caps-resources>

Center for Student Success

The Center for Student Success (CSS) embodies UNCP’s commitment to students’ academic success. CSS programs, offices, and resources form a comprehensive academic support network that can assist students as they find their ideal path and pursue your degree. The CSS is located in the D. F Lowry Building, Room 324 (910-775-4286). <https://www.uncp.edu/departments/center-student-success>

Student Support Available through the UNCP Writing Center

The University Writing Center staff works with UNCP students at any stage in the writing process, from brainstorming topics to drafting, revising, and editing. UNCP students from any course or department are welcome. Tutors work with students on all types of writing assignments. Students are welcome to use Writing Center computers to draft and revise their writing. The Writing Center staff also will assist students with word processing, Internet searching, research formatting, and other writing and research skills. Writing reference texts are also available. (910-775-4672). <https://www.uncp.edu/departments/university-writing-center>

Please see the Universal Syllabus Addendum for the following statements:

- Americans with Disabilities Act (ADA) Statement
- Absences for University-Sanctioned Events
- Religious Holiday Policy Statement
- Academic Honor Code

<https://www.uncp.edu/resources/academic-affairs/faculty-information-syllabi/universal-syllabus-addendum>

Title IX & Clery Compliance

The University of North Carolina at Pembroke seeks to provide an environment that is free of gender bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault, relational/domestic violence, or stalking we encourage you to report this. If you report this to a faculty member, she is legally obligated to notify the university’s Title IX coordinator of any information about the

incident that you provide. The university's Title IX Policy is available at:

<https://www.uncp.edu/resources/title-ix-clery-compliance>

UNCP Teacher Education Conceptual Framework:

Theme: Preparing professional educators who are committed, collaborative, and competent.

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

Relationship of Course to the Conceptual Framework:

The UNCP Teacher Education program's conceptual framework asserts certain fundamental principles that are a part of every program and course offering within the school counseling program. By incorporating the theme 'Preparing professional educators who are committed, collaborative, and competent' the program assumes responsibility for preparing candidates who can positively influence school improvement through positive change in classrooms, schools, and school systems. Significant value, in particular, is placed on producing graduates who are reflective, effective planners, sensitive to cultural needs, and able to succeed in an ever-changing environment.

Teacher Education Standards and Dispositions Addressed/Developed in This Course:

2008 North Carolina Professional School Counseling Standards available for download:
<http://www.ncpublicschools.org/docs/student-support/counseling/standards/counselingstandards.pdf>

Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration

- School Counselors enhance the counseling profession.
- School Counselors advocate for schools and students.
- School Counselors demonstrate high ethical standards.

Standard 2: School Counselors Promote a Respectful Environment for a Diverse Population of Students

- School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults.
- School Counselors embrace diversity in the school community and in the world.
- School Counselors treat students as individuals.
- School Counselors recognize students are diverse and adapt their services accordingly.
- School Counselors work collaboratively with the families and significant adults in the lives of students.

Standard 3: School Counselors Understand and Facilitate the Implementation of a Comprehensive School Counseling Program

- School Counselors align their programs to support student success in the *North Carolina Standard Course of Study*
- School Counselors understand how their professional knowledge and skills support and enhance student success.
- School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.
- School Counselors develop comprehensive school counseling programs that are relevant to students.

Standard 4: School Counselors Promote Learning for All Students

- School Counselors plan their programs for the academic, career, and personal/social development of all students.
- School Counselors use a variety of delivery methods.
- School Counselors help students develop critical thinking and problem-solving skills.
- School Counselors use and promote effective listening and communication skills

Standard 5: School Counselors Actively Reflect on Their practice

- School Counselors analyze the impact of the school counseling program
- School Counselors function effectively in a complex dynamic environment

Learning Objectives and Goals:

1. To analyze and understand the practical applications of using developmental theory and wellness models in working with children and adolescents.
2. To analyze case studies and children's/adolescents' behaviors so that the basic guidelines to facilitate working with students and families are followed.
3. To promote understanding of ethical and legal issues surrounding the counseling process of working with children and adolescents.
4. To understand strategies in interviewing that will provide the necessary information needed to appropriately intervene on the child's behalf.
5. To promote professional identity through professional roles, functions and relationships with other clinical and administrative professionals.
6. To gain an understanding of the play process and skills related to the use of play activities and play media appropriate for counseling children.
7. To develop a conceptual foundation of several of the most widely used theoretical approaches that are consistent with current professional research used in counseling children/adolescents and understanding family, school, and community systems.
8. To recognize factors and understand issues that affect children's behavior as well as barriers that impede academic, career, and personal/social success within the school and community.

Learning Outcome Assessment

Learning Outcomes/Objectives Students will be able to identify:	2016 CACREP Standard	Tasks and Activities	Assessment Method
1. history and philosophy of the counseling profession and its specialty areas	2.F.1.a.	Class Readings and Online Modules	Overall Course Performance
2. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e.	Class Readings and Online Modules, Class Attendance and Participation, MyCounselingLab Quizzes	Overall Course Performance, Tracking class attendance and satisfactory participation, MyCounselingLab quiz scores
3. theories of individual and family development across the lifespan	2.F.3.a.	MyCounselingLab Quizzes, Practice/Final Case Study	MyCounselingLab quiz scores, Practice/Final Case Study Rubric
4. biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e.	Class Readings and Online Modules, MyCounselingLab Quizzes, MyCounseling Lab Application Exercises, Practice/Final Case Study	Overall Course Performance, MyCounselingLab quiz and exercise scores, Practice/Final Case Study Rubric
5. developmentally relevant counseling treatment or intervention plans	2.F.5.h.	Class Readings and Online Modules, MyCounselingLab Quizzes, MyCounseling Lab Application Exercises, Practice/Final Case Study	Overall Course Performance, MyCounselingLab quiz and exercise scores, Practice/Final Case Study Rubric
6. theoretical foundations of group counseling and group work	2.F.6.a.	Class Readings and Online Modules, MyCounselingLab Quizzes, MyCounseling Lab Application Exercises	Overall Course Performance, MyCounselingLab quiz and exercise scores
7. methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b.	Class Readings and Online Modules, Class Attendance and Participation, MyCounselingLab Quizzes, MyCounseling Lab Application Exercises, Practice/Final Case Study	Overall Course Performance, Tracking class attendance and satisfactory participation, MyCounselingLab quiz and exercise scores, Practice/Final Case Study Rubric
9. school counselor roles in relation to college and career readiness	5.G.2.c.	Class Readings and Online Modules, MyCounselingLab Quizzes	Overall Course Performance, MyCounselingLab quiz scores
11. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g.	Class Readings and Online Modules, MyCounselingLab Quizzes	Overall Course Performance, MyCounselingLab quiz scores

12. common medications that affect learning, behavior, and mood in children and adolescents	5.G.2.h.	Class Readings and Online Modules, MyCounselingLab Quizzes	Overall Course Performance, MyCounselingLab quiz scores
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Course Assignments

Class Participation (30 Points)

CACREP Standards 2.F.1.a, 2.F.1.e, 2.F.3.e., 2.F.5.h., 2.F.6.a., 2.F.7.b., 5.G.2.c., 5.G.2.g., 5.G.2.h.
Regular attendance is essential in the online environment. Please read all assigned materials as indicated on the course calendar in this syllabus. Please visit all links on Canvas under each module as indicated on the course calendar in this syllabus. Please download and save all course content that you might use in your future practice. Student participation is tracked by data analytics within Canvas and interpersonal interactions are monitored by the instructor. Students are required to abide by the UNCP Student Handbook, the UNCP Department of Counseling Student Handbook, and the ACA/ASCA Code Ethics. Students will be notified of any participation concerns and associated point loss in writing via email.

MyCounselingLab Quizzes (50 points)

CACREP Standards 2.F.1.e, 2.F.3.a., 2.F.3.e., 2.F.5.h., 2.F.6.a., 2.F.7.b., 5.G.2.c., 5.G.2.g., 5.G.2.h.
Access the Pearson MyLab and Mastering link on the left side of your Canvas course page. Complete the assigned quizzes for each module. Each question is worth an equal portion of the total points. You may retake the quizzes as many times as you wish. Grades will be transferred into the Canvas gradebook on the last day of class.

MyCounseling Lab Application Exercises (140 points)

CACREP Standards 2.F.3.e., 2.F.5.h., 2.F.6.a., 2.F.7.b.
Access the Pearson MyLab and Mastering link on the left side of your Canvas course page. Complete the assigned exercises for each module. Only one attempt per exercise is allowed. Each exercise is worth 10 points.

Practice Case Study (80 Points)

See Appendix A for a rubric

CACREP Standards 2.F.3.a., 2.F.3.e., 2.F.5.h., 2.F.7.b.

Use the I CAN START model outlined in chapter 9 of the text to create a holistic conceptualization and plan for the case of Chad provided in Canvas under the “Modules” tab on the left menu of the course homepage. Conduct the case study from the perspective of your specific program (professional school counseling or clinical mental health counseling). The use of proper APA style is mandatory. Each letter in the I CAN START acronym should be a level 1 header. Please include 5 scholarly references and 7 pages (not including title page or references) for maximum points. No abstract is required.

Signature Assignment: Final Case Study (100 Points)

See Appendix B for a rubric

CACREP Standards 2.F.3.a., 2.F.3.e., 2.F.5.h., 2.F.7.b.

Use the I CAN START model outlined in chapter 9 of the text to create a holistic conceptualization and plan for the case of Michelle provided in Canvas under the “Modules” tab on the left menu of the course homepage. Conduct the case study from the perspective of your specific track (i.e., professional school counseling or clinical mental health counseling). The use of proper APA style is mandatory. Each letter in the I CAN START acronym should be a level 1 header. Please include a minimum of 7 scholarly references and 10 pages (not including title page or references) for maximum points. No abstract is required.

Grading Scale

The total number of points for this course is 400.

A	380-400
B	360-379
C	340-359

Late Policy

Work that is late for any reason will receive 3% off for each day that it is late, up to five days (weekends included). No work will be accepted more than five days after its original due date—no exceptions. Work that is submitted in Canvas after the day that it is due will be considered late and subject to percentage deductions. Late work will be given a grade, but the grade might not be posted until after the last day of class, and the instructor may return it without feedback or comments. Please note that no late work is accepted after the last day of class. No exceptions. If you have an emergency situation that interferes with your ability to submit your assignment on time, please contact me no less than 24 hours in advance.

Course Calendar

Week	Topic	Assignments
1. Wednesday July 1— Saturday July 4, 2020	Developmentally and Systemically Informed Youth Counseling Family-Based Challenges for Youth <i>CACREP 2.F.1.a, 2.F.1.e., 2.F.3.a, 2.F.3.e., 2.F.5.h., 2.F.7.b., 5.G.2.g.</i>	Module 1 <ul style="list-style-type: none"> ● Read Ch 1, 2, 11, & 15 ● Complete the Quizzes for MCL Topics 1, 2, and 8 ● Complete MCL Application Exercises 1.1, 2.1, & 8.1
2. Sunday July 5—Saturday July 11	Individual Counseling Foundations Ethical and Legal Foundations <i>CACREP 2.F.1.a., 2.F.3.a., 2.F.3.e., 2.F.5.h., 2.F.7.b., 5.G.2.g.</i>	Module 2 <ul style="list-style-type: none"> ● Read Ch 3 & 4 ● Complete the Quizzes for MCL Topic 3 ● Complete MCL Application Exercise 3.1 <p style="text-align: right; color: red;">Practice Case Study Due Saturday July 11th, 2020</p>
3. Sunday July 12—Saturday July 18	Counseling Theories that Focus on Behavioral Change and Action Counseling Theories that Focus on Background Experience and Relationships Theoretical Foundations for Counseling Youth and Their Families The Use of Play and Creativity in Counseling Youth <i>CACREP 2.F.1.a., 2.F.3.a., 2.F.5.h., 2.F.6.a.</i>	Module 3 <ul style="list-style-type: none"> ● Read Ch 5, 6, 7, & 8 ● Complete the Quizzes for MCL Topic 4, 5, & 10 ● Complete MCL Application Exercises 4.1, 5.1, 10.1
4. Sunday July 19—Saturday July 25	Case Conceptualization for Counseling Youth Academic/Intellectual and Social/Emotional Challenges for Youth <i>CACREP 2.F.1.a., 2.F.1.e., 2.F.3.a., 2.F.3.e., 2.F.5.h., 2.F.6.a., 2.F.7.b., 5.G.2.c., 5.G.2.g., 5.G.2.g.</i>	Module 4 <ul style="list-style-type: none"> ● Read Ch 9, 12, & 13 ● Complete the Quizzes for MCL Topics 6 & 9 ● Complete MCL Application Exercises 6.1 & 9.1 <p style="text-align: right; color: red;">Final Case Study Due Saturday July 25th</p>

<p>5. Sunday July 26—Friday July 31</p>	<p>Strategies for Addressing Suicidal, Homicidal, and Self-Injurious Behavior in Youth Strategies for Addressing Disruptive Behavior Problems in Youth Strategies for Addressing Mood Disorders in Youth Strategies for Addressing Physical Health Concerns in Youth <i>CACREP 2.F.1.e., 2.F.3.a., 2.F.3.e., 2.F.5.h., 2.F.6.a., 5.G.2.g.</i></p>	<p>Module 5</p> <ul style="list-style-type: none"> • Read Ch 10, 14, 16, 17, 18, & 19 • Complete the Quizzes for MCL Topics 7, 11, 12, & 13 • Complete MCL Application Exercise 7.1, 7.3, 11.1, 12.1, & 13.1
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This syllabus is subject to change as needed to meet course objectives.

No late work accepted after Friday 07/31/20. No exceptions.

Appendix A: Practice Case Study Rubric

	Poor <i>Displays a lack of thorough understanding of basic content</i>	Adequate <i>Displays a thorough understanding of basic content but fails to elaborate on main points in critical ways</i>	Excellent <i>Displays a thorough understanding of basic content and elaborates on main points in critical ways</i>
Individual	0	5	10
Context	0	4	7.5
Assessment & Diagnosis	0	8	15
Necessary Level of Care & Strengths	0	3	5
Treatment Approach and Interventions	0	5	10
Aims: Goals and Objectives	0	8	15
Therapeutic Support Services	0	4	7.5
Formatting	0	5	10
			/80

Appendix B: Final Case Study Rubric

	Poor <i>Displays a lack of thorough understanding of basic content</i>	Adequate <i>Displays a thorough understanding of basic content but fails to elaborate on main points in critical ways</i>	Excellent <i>Displays a thorough understanding of basic content and elaborates on main points in critical ways</i>
Individual	0	6	12.5
Context	0	5	10
Assessment & Diagnosis	0	8	15
Necessary Level of Care & Strengths	0	5	7.5
Treatment Approach and Interventions	0	8	15
Aims: Goals and Objectives	0	8	15
Therapeutic Support Services	0	5	10
Formatting	0	8	15
			/10

Followed *The Fully Online Model* as outlined by the National Center for Academic Transformation

The Fully Online Model: The fully online model eliminates all in-class meetings and moves all learning experiences online, using Web-based multimedia resources, commercial software, automatically evaluated assessments with guided feedback, and alternative staffing models (<https://www.thencat.org/Guides/AllDisciplines/ADChapterIIIB.html>).

- Met all syllabus standards as outlined by Vanderbilt University (<https://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/> and <https://www.thencat.org/Guides/AllDisciplines/TOC.html>)
- Updated required texts
- Updated Web Resources
- Updated course content and process
- Updated Student & Instructor Availability and Communication
- Updated emergency information
- Updated links to student resources on campus
- Mapped the CACREP standards to each assignment
- Added a behavior Management Module
- Deleted a presentation assignment and Added 13 Application Exercises
 - Application Exercise 1.1: Common Developmental Milestones in Youth
 - Application Exercise 2.1: Identifying Client Strengths and Using Strengths in Counseling
 - Application Exercise 3.1: Informed Consent as an Ongoing Process
 - Application Exercise 4.1: Identifying Thoughts, Feelings, and Behaviors
 - Application Exercise 5.1: Setting Family Goals
 - Application Exercise 6.1: I CAN START
 - Application Exercise 7.1: Basic Review of Suicide, Self-injury, and Homicide
 - Application Exercise 7.3: Suicide Assessment in Youth
 - Application Exercise 8.1: A Real Father
 - Application Exercise 9.1: Flashcards are Fun
 - Application Exercise 10.1: Play Therapy
 - Application Exercise 11.1: Evolution of Disruptive Behaviors
 - Application Exercise 12.1: Assessing and Addressing Anxiety in Childhood
 - Application Exercise 13.1: Strategies for Preventing Eating Disorders
- Clarified Reading Requirements
- Reorganized the Course Calendar
- Updated CACREP Standards
- Ensured all due dates on the Canvas Syllabus
- Added verbs to the CACREP table in order to make complete sentences with each standard
- Converted two rubrics from image files to text files for ease of student access