



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 504: SPECIAL TOPICS - COUNSELING CHILDREN & ADOLESCENTS
FUTURE: COUN 565 COUNSELING CHILDREN & ADOLESCENTS
SUMMER 2016**

Course Section: COUN 504, 3 credit hours
Course Meetings: Wednesdays, 1:00pm – 4:30pm
Course Location: 210 Claxton Complex

Faculty Instructor: Shawn L. Spurgeon, PhD, NCC, LPC-MHSP, ACS
Email: sspurgeo@utk.edu
Phone: (865) 974 – 4181
Office: 442 Claxton Complex
Office Hours: By appointment

CMHC PROGRAM MISSION & OBJECTIVES

The mission of the Clinical Mental Health Counseling Program is to make the world a better place for persons in need through educating excellent counselor-scholars. Our graduates excel in providing healing therapeutic relationships, optimally efficient and effective counseling services, and leading our field to better help persons in need through their work in clinical mental health counseling settings and beyond.

1. Graduates will have foundation knowledge necessary for success as professional counselors
2. Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.
3. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.
4. Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.

5. **CMHC Graduates** will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.

SC Graduates will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.

COURSE DESCRIPTION

3 credit hours. Childhood issues, developmentally appropriate counseling treatment strategies, and basic skills necessary for effectively counseling and communicating with children, youth, and stakeholders.

PURPOSE AND FOCUS

This course is designed to provide students with a theoretical foundation and working knowledge of contemporary counseling interventions for children and youth. Childhood issues and developmentally appropriate counseling treatment strategies will be explored. Material in the course is aimed at helping students develop basic skills necessary for effectively counseling and communicating with children and youth and the stakeholders in the systems in which they live.

CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
a general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i
developmentally relevant counseling treatment or intervention plans	2.F.5.h
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g
common medications that affect learning, behavior, and mood in children and adolescents	5.G.2.h
interventions to promote academic development	5.G.3.d
techniques of personal/social counseling in school settings	5.G.3.f
skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5.G.3.h
techniques to foster collaboration and teamwork within schools	5.G.3.l
strategies for implementing and coordinating peer intervention programs	5.G.3.m
ADDITIONAL COURSE CONTENT	

STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced ‘chorus’) to help you remember them. The dispositions include:

- ◆ ***C**ommitment*, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ ***O**penness* to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ ***R**espect* to self and others, including honoring diversity, self-care, and wellness
- ◆ ***I**ntegrity*, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ ***S**elf-awareness*, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

This course will combine lecture, discussion, and small and large group activities. It is vital that everyone actively participate during each and every class meeting. In order to achieve the course objectives, most class meetings will require student participation. In order to make the coursework meaningful, ALL students must contribute to the discussion and group activities.

Learning new concepts and applying them to one's future career path can be a powerful experience. This course offers a unique opportunity to apply new ideas and integrate new skills. So, as an instructor, it is my goal to help each of my students to gain not only knowledge from my courses, but also a feeling of personal growth. I will attempt to accomplish this by creating an atmosphere of respect, inclusion, and challenge.

REQUIRED TEXTS & MATERIALS

Prout, H. T., & Fedewa, A. L. (2015). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings*. Hoboken, NJ: Wiley.

Additional articles may be assigned

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Grading

93 – 100	A	78 – 82	C+
88 – 92	B+	70-77	C
83 – 87	B	Below 70	F

Class Participation (20 points): Students will participate in each class meeting. Students are expected to complete the assigned readings before class and to come to class with two questions about the readings. These questions will be handed to the professor at the start of each class.

Techniques Handbook (25 points): Working in groups, students will create a techniques handbook. Each handbook will include 10 interventions that can be used with children or adolescents. Each intervention should include the following information: brief summary of activity, overall goals, specific objectives, target age, detailed relevance to a specific counseling theory based on professional literature, applicability to diverse populations, and reference(s). Students will post their handbooks on BB so they are available to all students.

Article Review/Presentation (25 points): Choose a challenging issue facing children or adolescents. Select four peer-reviewed articles from professional journals related to your topic and setting. In your review, describe each article's focus, summary of research, main concepts, findings, and recommendations. Then,

describe how you might use the information in your work with clients. Students will then present their findings to the class. Presentations should be experiential in nature, focused on how you might address the challenging issue with actual clients.

Case Analyses (30 points; 10 points each): Students will be given three case studies, one involving a child, one involving an adolescent, and one involving a child within a type of family system. In a 3-5 page paper, students will respond to the case by applying a counseling theory of their choice. Specific attention should be paid to how you would adapt your counseling theory to fit the developmental needs of your client.



Dear Student,

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience. I want to wish you the best for a successful and productive semester.*

Interim Provost John Zomchick

UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus”

<http://civility.utk.edu/>.

EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

DISABILITIES THAT CONSTRAIN LEARNING:

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

INSTRUCTOR POLICIES

Writing Quality: All written work is expected to be mechanically and grammatically correct (i.e., APA style, well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of the writing as well as the content. All work should be typewritten, in 12-point font (preferably Times New Roman), double-spaced, with one-inch margins, and stapled. Additionally, if you choose to use any materials or ideas borrowed from other sources other than your own creative head, you must attach a full reference list of these sources using APA style and cite these ideas in the body of the paper using APA style.

UTK Honor Statement and Pledge: An essential feature of The University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming your own personal commitment to honor and integrity.

Students with Disabilities Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 if you have specific questions about disability services.

Late Work: Except under emergency circumstances, late work is not accepted. If you believe you will be unable to complete an assignment on time, talk with me BEFORE the assignment is due; I will be much more understanding with students who are proactive versus those that are reactive, except in extreme situations such as severe illness or unforeseen family emergencies.

TENTATIVE COURSE CALENDAR

Schedule of Topics

<u>Date</u>	<u>Topic</u>	<u>Readings and Assignments</u>
June 8 th	Introduction to Counseling Children and Adolescents	Ch. 1
June 15 th	Ethical and Legal Issues Culturally Responsive Interpersonal Psychology	Ch. 2 Ch. 3
June 22 nd	Cognitive Behavioral Approaches Rational Emotive Behavioral Therapy Guest Speaker – Kate West	Ch. 5 Ch. 6
June 29 th	Play Therapy with Children Leadership and Advocacy Guest Speaker – Courtney Brandon	Ch. 4 Case Study #1 Due
July 6 th	Reality Therapy Approaches Guest Speaker – Kat Coy	Ch. 7 Techniques Handbook Due
July 13 th	Solution-Focused Approaches Effective Communication with Stakeholders Guest Speaker – Laura Fitness	Ch. 8
July 20 th	Systemic Approaches Consultation and Collaboration Guest Speaker – Marlon Johnson	Ch. 9 Case Study #2 Due
July 27 th	Children and Adolescents with Disabilities Children with Special Concerns Guest Speaker – Dr. Laura Wheat	Ch. 10
August 3 rd	Presentations, Wrap-up	

***The Final Case Study is due on Wednesday, August 10th at 1:00pm**