

**Austin Peay State University**  
**Department of Psychological Science & Counseling**  
**COUN 5160: Counseling Children and Adolescents**

**Term: Fall 2022 Term A**

**Credit Hours: 3**

**Meeting Time: Wednesday 4:30-7:30**

**Room #: Clement 206**

**Instructor: Kim Coggins**

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Email Address: [cogginsk@apsu.edu](mailto:cogginsk@apsu.edu)

Office: Clement 221B

Office Hours: M, Tu, Th 1:00-2:00; W 12:30-2:30; others by appointment

Book Office Hours at this link: <https://cogginsk.youcanbook.me>

Zoom link for Office Hours (as needed): <https://apsu.zoom.us/j/99997190294>

**Prerequisites:**

COUN 5410, 5420

**Required Text(s):**

Landreth, G. L. (2012). *Play therapy: The art of the relationship* (3<sup>rd</sup> ed.). New York, NY: Routledge.

Ziomek-Daigle, J. (Ed.). (2017). *Counseling children and adolescents: Working in school and clinical mental health settings*. New York, NY: Routledge.

Other readings may be assigned throughout the semester. These readings will be announced and provided on the D2L page for this course.

**Optional Texts:**

Homeyer, L. E., & Sweeney, D. S. (2011). *Sandtray therapy: A practical manual* (2<sup>nd</sup> ed.). New York, NY: Routledge.

Ray, D. C. (Ed.). (2016). *A therapist's guide to child development: The extraordinarily normal years*. New York, NY: Routledge.

Siegel, D. J., & Bryson, T. P. (2011). *The whole-brain child*. New York, NY: Bantam Books.

**Additional Requirements:**

Proof of Liability Insurance

**Course Description:**

This course provides an overview of theories and techniques of counseling children and adolescents, preparing students to address the developmental needs and common emotional needs of children and adolescents. Through lecture, role-play, video feedback and the use of creative (expressive) arts, students will be provided with the opportunity to develop skills necessary to counseling children and adolescents at individual, small and large group counseling and therapy, as well as play therapy, and family interventions.

**Austin Peay State University  
College of Education**

***CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS***

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

**Course Policies**

**CoBHS Diversity Statement:**

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

**Divisive Concepts Statement:**

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected

to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

**Students with Disabilities:**

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services: (phone #: 221-6230; email: [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu))

**Academic and Classroom Misconduct:**

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

**Writing Quality and Academic Honesty:**

It is important that all written work meets the academic standards of graduate students using APA 7<sup>th</sup> edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: [writinglab@apsu.edu](mailto:writinglab@apsu.edu))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

**Plagiarism Policy:**

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common

terminologies and method related details in “Methodology” part of a manuscript should not raise a serious ethical concern.

**Policy on Minors:**

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

**Service Animals in the Classroom:**

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

**Confidentiality:**

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current *ACA Code of Ethics* will be followed.

**Email Policy:**

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

**Class Grievances:**

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

**Counseling Services**

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

### Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

## Course Objectives and Requirements

### Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Analyzing & utilizing research to inform counseling practice with children & adolescents.	II.F.8.a II.F.5.j	Discussion; Readings; Case Study
Understanding the theories and processes of effective counseling and wellness programs for children and adolescents in individual and group settings.	II.F.5.a II.F.5.b II.F.5.f II.F.5.g	Discussion; Readings; Quiz; Case Study; Practice Session Video
Applying strategies for helping children & adolescents identify strengths and cope with environmental and developmental problems.	SC G.3.f CMHC C.3.b	Discussion; Readings; Case Study; Practice Session Video
Understanding the effects of (a) atypical growth and development, (b) health and	II.F.2.d II.F.2.h	Discussion; Readings; Quiz; Case Study

Course Objectives	CACREP Standards	Course Activities
wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	II.F.3.a II.F.3.e II.F.3.f II.F.3.g II.F.5.h SC G.2.g SC G.3.h CMHC C.2.g	
Designing and implementing prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on learning and development.	II.F.2.d II.F.2.h II.F.3.a II.F.3.e II.F.3.f II.F.3.h II.F.5.h SC G.3.f CMHC C.3.b	Discussions; Readings; Quiz; Case Study
Understanding multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	II.F.2.d II.F.2.h II.F.3.h SC G.3.h CMHC C.2.j	Discussion; Readings; Case Study
Understanding the influence of multiple factors (e.g., abuse, violence, trauma, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning.	II.F.2.d II.F.2.h II.F.3.e II.F.3.f II.F.3.g II.F.5.l II.F.5.m SC G.2.g SC G.3.h CMHC C.2.b CMHC C.2.f	Discussion; Readings; Quiz; Case Study
Identifying the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	SC G.2.i CMHC C.2.e	Discussion; Readings; Case Study
Describing common medications and diagnoses that affect learning, behavior, and mood in children and adolescents	SC G.2.h CMHC C.2.b CMHC C.2.d	Discussion; Readings; Quiz; Case Study

Course Objectives	CACREP Standards	Course Activities
	CMHC C.2.h	
Identifying roles and approaches for consultation with families, school personnel, and community agencies	II.F.5.c SC G.2.b SC G.3.l	Discussion; Readings; Case Study
Identifying community resources and referral sources for children and adolescents	II.F.5.k SC G.2.k CMHC C.3.e	Discussion; Readings; Case Study

### Methods of Instruction:

Course instruction may consist of lecture, self-assessment, group exercises, class discussion, role-plays, expressive activities, and films.

### Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

### Student Performance Evaluation Criteria & Procedures

*(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)*

#### **Class Participation & Professionalism (20%)**

This is a graduate level class and as such, attendance, class participation and professionalism are expected and vital.

**Attendance:** If you do miss a class, you will be responsible for the information presented in that class. Each unexcused absence will result in a 5-point deduction from your attendance and class participation grade. More than three unexcused absences will result in a failing grade for the course. Absences will be excused at the discretion of the instructor; however, please think in terms of life/death emergencies. That said, **please don't come to class sick**. Please note that this class starts at 4:30 PM. You are expected to be in class on time as a late arrival disrupts class instruction and your peers. Please make every effort to be here on time for class.

However, there may be times when events outside of your control constitute a late arrival. Please be aware that three late arrivals will constitute one absence. Additionally, please be aware that being late by more than 20 minutes for two class meetings will constitute one absence.

*Participation:* Class participation grades will be based on your engagement and participation in both the online and on-ground portions of class. Please come to class prepared and ready to fully engage in class. Since class participation is a vital part of learning, even excused absences can impact your class participation grade. Also, please engage with all assigned online material. Failure to view online components will also impact your class participation grade.

*Professionalism:* Additionally, becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your discussions and management of course material and personal information shared by peers; appropriate dress and behavior during class meetings; respect for colleagues, clients, faculty, and others in your conversation and behaviors; timeliness, attentiveness, and participation in all class meetings, assignments, and activities; timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

*Relax, Relate, & Release Policy:* Students will have the option of utilizing the "Relax, Relate, & Release Policy" in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness:

<https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

***Practice Session Video and Paper (20%): Due October 1***

This assignment is designed to provide you with an opportunity to implement what we have learned in class regarding counseling children and adolescents by leading a counseling session for a child or adolescent (age 3-17). The child or adolescent you choose for this project cannot be your own child. You must obtain parent/guardian consent first (see attached consent form), and turn in the consent with your written critique of the session. Your assignment will not be graded until you turn in a signed consent form for your work with the child/adolescent. Late consent forms carry the same penalty as late assignments (10-point deduction each day it is late).

You may use the play room or counseling rooms in the counseling lab as long as you are **never** alone in the lab or play room suite with a child (the parent/guardian should be in the waiting room in the lab or outside the play room during the session) and you schedule the sessions during a time when someone is available to open the lab/play room. Sessions in the counseling lab can be scheduled at the following link: [apsucounselinglab.skedda.com/booking](https://apsucounselinglab.skedda.com/booking). Sessions in the play room can be scheduled at the following link: [aspudevelopmentallab.skedda.com/booking](https://aspudevelopmentallab.skedda.com/booking).



The core requirements for this assessment are:

1. Video Session: Each student will schedule one, 30-minute practice session with a volunteer child or adolescent to use a technique(s)/approach learned in class or from the readings. This session will be video-recorded and critiqued. Students must get informed consent from the parent(s)/guardian(s) and, when applicable, child or adolescent assent for the child to participate and to video-record the session (see attached consent/assent forms). See additional guidelines in the attached rubric.
  - a. Please note: Proof of Liability Insurance must be presented to the instructor **prior** to beginning the counseling sessions.
2. Reflection Paper: Each student will write a reflection paper addressing the following items:
  - a. Child's age & setting
  - b. Intervention and theoretical framework used with rationale
  - c. Description of child's/adolescent's reaction to activity
  - d. Personal reflection including
    - thoughts, feelings, and insights during and after the session
    - what went well in the session
    - what you would do differently moving forward
  - e. Corrected responses: Select six responses you would like to change and show how you would change the response using the following format:
    - Context of the response within session
    - Child/Adolescent: (response or activity)
    - Your response:
    - Corrected or alternate response:
    - Reason for change:

Items that must be submitted for this assignment:

1. Proof of Liability Insurance
2. Consent Form
3. Reflection Paper
4. Video of 30-minute practice session (can be uploaded to D2L or to OneDrive folder: [COUN 5160 Videos](#))

### ***Case Study (20%): Due October 9***

#### ***\*LiveText Key Assessment***

This assignment is designed to provide you with an opportunity to integrate what we have learned in class regarding counseling children and adolescents by developing a comprehensive conceptualization of a presented child or adolescent client along with a detailed treatment plan based on your understanding of the client.

You will choose a child or adolescent character from a tv show, movie, or book. You will write a report as if this character has started attending counseling sessions with you. Your report must

include the following information: presenting concern, developmental history & current functioning, family history & characteristics, environmental characteristics & contextual factors, interpersonal relationships, your theoretical orientation, goals, detailed treatment plan, and additional supports or needs. The attached “Case Study Outline” provides detailed descriptions of what information needs to be included in each section. Additionally, the attached grading outline and rubric provide more information regarding grading for this assignment.

As the LiveText Key Assessment for this course, your Case Study must be submitted to LiveText by assignment due date (October 9<sup>th</sup>). Your Case Study paper will not be graded until it is uploaded to LiveText. If your Case Study paper is not uploaded by the due date, your grade for this assignment will be lowered by 10 points for each day the assignment is late.

***Quizzes (20%): September 10, September 17, September 24, and October 8***

There will be 4 quizzes given online using D2L throughout the semester (see weekly course schedule). The quizzes will include 15-20 multiple-choice items. These questions will cover the assigned readings and online lecture materials for the week. The quiz will open Sunday morning of the week it is due and will close at midnight Saturday. The quiz will be timed; you will have 1.5 hours to complete each quiz. The time limit is generous; I want you to have plenty of time so you won't feel nervous about the time limit. Be sure to proceed through the quiz in a timely fashion so as not to leave questions at the end that you do not get to. As you prepare for the quiz, do so as if they are closed book quizzes. You must understand the ideas and concepts. When you take the quizzes, you are free to use your notes, your textbook, and the course materials to look things up. You may not use any other source, person(s), or materials.

The quizzes will be scored and the answers available for review after completing the quiz. If you don't understand an item that you missed even after seeing the correct answer and looking it up in the text and/or course materials, please let me know. However, please do not ask me to change your quiz score to give you credit for something you believe may be confusing or misleading. I revise quiz items every semester based on student scores and feedback. While I want you to get the score you deserve; I also recognize that you will occasionally misinterpret a question or two. In addition, I know that you will get some questions correct that you may not have understood (and I doubt you will challenge any of those ☺). I believe these “errors” balance out in all cases.

***Required Day of Play & Report (20%): October 13 (Note: class ends on a Thursday so the due date this week is the last day of the course.)***

To experience the therapeutic value of play, you are required to intentionally plan a 3-hour play session for yourself. There is no in person class this week to allow you to schedule this during that time. After we define “play” you will select an activity for yourself that meets this definition. You will write a reflective report regarding your experience and submit through D2L. Your report should include:

1. A description of how you spent your time.
2. The therapeutic value you discovered in play
3. How this experience will impact your future work as a counselor

**Late Assignments**

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

**Life Happens Policy**

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

**Grading:**

<b>Assignment</b>	<b>Value</b>
Class Participation & Professionalism	20%
Required Day of Play	20%
Practice Session Video & Paper	20%
Case Study	20%
Quizzes	20%
	<hr/>
	TOTAL 100%

## Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary

Week	Date	Topic	Readings/Assignments Due
Week 1 8/22- 8/27	8/24 On-ground	Introductions, Course and syllabus review Introduction to Counseling with children/adolescents; View of children <i>(CACREP II.F.5.a, II.F.5.f, II.F.5.g)</i>	Landreth, Chapter 4 Ziomek-Daigle, Chapter 1
	Online	Introduction to Play Therapy <i>(CACREP II.F.5.a, II.F.5.f, II.F.5.g, II.F.5.h, II.F.8.a CMHC C.3.b, SC G.3.f)</i>	Landreth, Chapters 2, 8
Week 2 8/28- 9/3	8/31 On-ground	Basic Play Therapy Skills <i>(CACREP I.F.5.a, II.F.5.f, II.F.5.g, II.F.5.h, CMHC C.3.b, SC G.3.f)</i>	Landreth, Chapters 9-11
	Online	Introduction to Play Therapy Core Skills <i>(CACREP II.F.5.a, II.F.5.f, II.F.5.g, II.F.5.h, CMHC C.3.b, SC G.3.f)</i>	
Week 3 9/4- 9/10	9/7 On-ground	Basic Play Therapy Skills (cont.) <i>(CACREP II.F.5.a, II.F.5.f, II.F.5.g, II.F.5.h, CMHC C.3.b, SC G.3.f)</i>	Landreth, Chapter 12
	Online	Child and Adolescent Specific Theories <i>(CACREP II.F.5.a, II.F.5.f, II.F.5.g, II.F.5.h, II.F.8.a, CMHC C.3.b, SC G.3.f)</i>	Ziomek-Daigle, Chapter 5 <b>Quiz 1 (9/10)</b>
Week 4 9/11- 9/17	9/14 On-ground	Guest Lecturer Expressive Arts & Creative Interventions in Counseling <i>(CACREP II.F.5.a, II.F.5.f, II.F.5.g, II.F.5.h, CMHC C.3.b)</i>	Ziomek-Daigle, Chapter 14 Edgeter (2012) Why Teens Hate Therapy
	Online	Developmental Considerations <i>(CACREP II.F.3.a, II.F.3.e, II.F.3.f, II.F.5.h)</i>	Ziomek-Daigle, Chapters 2-4 <b>Quiz 2 (9/17)</b>
Week 5 9/18- 9/24	9/21 On-ground	Neuropsychology & brain-based interventions Trauma; Special Populations <i>(CACREP II.F.3.a, II.F.3.e, II.F.3.f, II.F.3.g, II.F.3.h, II.F.5.m, CMHC C.2.g, CMHC C.3.b)</i>	Ziomek-Daigle, Chapter 13
	Online	Diagnosis and Treatment Psychopharmacology	Ziomek-Daigle, Chapters 10-11 <b>Quiz 3 (9/24)</b>

Week	Date	Topic	Readings/Assignments Due
		<i>(CACREP II.F.5.h, CMHC C.2.b, CMHC C.2.d, CMHC C.2.h, CMHC C.3.b, SC G.2.g, SC G.2.h, SC G.2.i)</i>	
Week 6 9/25- 10/1	9/28 On-ground	Legal and Ethical Implications Social Justice and Advocacy Implications <i>(CACREP II.F.2.d, II.F.2.h, II.F.3.f, II.F.5.k, CMHC C.2.j, CMHC C.3.e, SC G.2.k)</i>	Ziomek-Daigle, Chapters 6, 12
	Online	Appraisal and Assessment Techniques <i>(CACREP II.F.5.l, II.F.5.m, SC G.2.g, SC G.2.i, SC G.3.h)</i>	Ziomek-Daigle, Chapter 9 <b>Practice Session Video &amp; Paper (10/1)</b>
Week 7 10/2- 10/8	10/5 On-ground	Consultations in child/adolescent counseling Involving parents/family in therapy <i>(CACREP II.F.5.b, II.F.5.c, II.F.5.k, SC G.2.b, SC G.3.h, SC G.3.l)</i>	Landreth, Chapter 7 Post (2014) Involving Parents in CCPT Kottman (1997) Personality Priorities
	Online	Working with Children and Adolescents in Different Settings (School & Community) <i>(CACREP II.F.2.d, II.F.2.h, II.F.3.h, II.F.5.k, SC G.2.b, SC G.2.k, SC G.3.h)</i>	Ziomek-Daigle, Chapters 7-8 <b>Quiz 4 (10/8)</b> <b>Case Study Due (10/8)</b>
8 10/9- 10/13	10/12 On-ground	No In Person Class <b>Required Day of Play</b>	<b>Required Day of Play (Report due 10/13)</b>
	Online	Counseling Process and Termination <i>(CACREP II.F.5.a, II.F.5.f, II.F.5.g, II.F.5.h, CMHC C.3.b, SC G.3.f)</i>	Landreth, Chapter 15  <b>*Note: class ends on Thursday, October 13<sup>th</sup></b>

## Parent/Guardian Consent for Practice Session

I am currently enrolled in a graduate level class, *COUN 5160: Counseling Children and Adolescents*, at Austin Peay State University. In this class we are learning basic ways of interacting with children and adolescents in counseling that we can later use in providing therapy to clients. One of our assignments is to engage in one 30-minute practice session with a child or adolescent using the skills we have discussed in class.

I will be recording our session and then turning in the videos to my instructor. Your child or adolescent will not be evaluated in any form. The recording will not be used in any other way, nor shown to anyone other than the class instructor. The purpose of this recording is for me to receive feedback regarding my skills so that I can continue to develop as a counselor. The recording will be treated according to the Code of Ethics of the American Counseling Association, and will be destroyed at the end of the semester.

**This session will *not* be therapy.** My goal is not to assess or try to help your child or adolescent in any way, but simply to have an enjoyable time with your child or adolescent where I can practice my skills of paying attention and responding to your child or adolescent.

The content of the practice session will remain confidential and will not be divulged to you unless there is clear evidence that your child or adolescent is at risk of harm, including harm to self or by another; or he/she has indicated intent to harm another. In these cases, I will immediately inform you, and other necessary individuals to ensure the safety of your child or another.

For safety reasons, I will need for you to be available and close by at all times (in an adjacent room). If at any time during the session, your child or adolescent becomes uncomfortable, or decides that she/he is done, we will stop recording and end the session.

Please be aware that Tennessee law requires me, and any adult, to report to Child Protective Services any suspected abuse or neglect of a child.

If you have any questions or concerns, please feel free to contact my course instructor at the Department of Psychological Sciences and Counseling, Kim Coggins at (931) 221-7234 or [cogginsk@apsu.edu](mailto:cogginsk@apsu.edu).

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By signing below, I affirm that I am the legal guardian for the child named below, that I have read this form in its entirety, and I consent to my child's participation.

Child's Name: \_\_\_\_\_ Child's Age: \_\_\_\_\_

Guardian Name (printed): \_\_\_\_\_

Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor-In-Training Name (printed): \_\_\_\_\_

Counselor-In-Training Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Supervisor Name (printed): \_\_\_\_\_

Faculty Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Child Assent to Participate in Practice Sessions

My name is \_\_\_\_\_ and I am taking a class to help me learn how to counsel children and adolescents. In this class I am learning basic ways of being with children and adolescents in counseling that I can use later when counseling other children and adolescents. As part of this class, I would like to meet with you one time for about 30 minutes to practice using the things I am learning in class. During this meeting, we may do activities together, play, talk, or do other things. This meeting will not be therapy; it is just a time we can be together while I practice some things I am learning in class.

What you tell me during this practice session is kept private, unless you tell me you are being hurt by someone, or if you are planning to hurt yourself or someone else. Then I will talk to you parents or caregivers or other necessary individuals about the best ways to help.

This session will be recorded so that my teacher can help me learn to help you better. Only my teacher and I will watch this video so I can hear about my strengths and areas I need to improve.

If you have questions, you can talk to me, your parents, or to my teacher. Her name is Kim Coggins and can be contacted by calling (931) 221-7234 or emailing [cogginsk@apsu.edu](mailto:cogginsk@apsu.edu).

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Child/Adolescent Name (printed): \_\_\_\_\_

Child/Adolescent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor-In-Training Name (printed): \_\_\_\_\_

Counselor-In-Training Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Practice Session Video & Paper Grading Outline

Student Name: \_\_\_\_\_

Item	Score	Comments
<b>General Considerations (10 points)</b>		
Submitted Consent Form & Liability Insurance (10 points)		
<b>Session Considerations (35 points)</b>		
Correct Length of Session, Setting, and Volunteer (5 points)		
Activity was developmentally appropriate and suited to the context/content of the session (10 points)		
Opening and Introduction: Client understood what was happening and why (5 points)		
Demonstrated rapport with client; client appeared relaxed and engaged; counselor-client communication was developmentally appropriate (5 points)		
Demonstrated effective use of microskills (10 points)		
<b>Paper Considerations (55 points)</b>		
Grammar, clarity, organizational structure (10 points)		
Intervention & Theoretical framework with rationale and matches that which was applied in the video (10 points)		
Intervention & Theoretical framework match that which was applied in the video (5 points)		
Description of child's reaction to activity (10 points)		
Personal reflection including <ul style="list-style-type: none"> <li>• thoughts, feelings, and insights during and after the session</li> <li>• What went well</li> <li>• What you would do differently</li> </ul> (10 points)		
Quality of corrected responses and rationale (10 points)		
<b>ASSIGNMENT TOTAL (out of 100)</b>		



## COUN 5160: Counseling Children and Adolescents Practice Session Video and Paper Rubric

Item	Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
1	<b>Intervention &amp; Theoretical framework</b> (Implementation) CACREP-2016.2.F.2 CACREP-2016.2.F.3 CACREP-2016.2.F.5	Implemented smoothly and consistently during the session. Appropriately suited to the content & context of the session. Both are developmentally appropriate given the child's developmental stage.	Implemented with some difficulty or inconsistency during the session. Mostly appropriate for the content & context of the session. Mostly developmentally appropriate given the child's developmental stage.	Implemented inconsistently and with frequent difficulty during the session. Loosely suited to the content & context of the session. One or the other not developmentally appropriate given the child's developmental stage.	Implemented with great difficulty or rarely during the session. Not suited to the content & context of the session. Both are developmentally inappropriate given the child's developmental stage.
2	<b>Rapport &amp; Relationship Building</b> CACREP-2016.2.F.5.d CACREP-2016.2.F.5.f CACREP-2016.2.F.5.g CACREP-2016.2.F.5.h CACREP-2016.2.F.5.i CACREP-2016.2.F.5.j CACREP-2016.2.F.5.m CACREP-2016.2.F.5.n	Demonstrated the ability to effectively develop a working alliance and rapport with the client.	Generally, demonstrated the ability to develop a working alliance and rapport with the client. However, some elements were missing/some relational distance was present at times/or counselor presented as a "friend" and did not maintain professional demeanor throughout the session.	Generally, demonstrated a lack of understanding of the working alliance and building rapport with the client; relational distance was present throughout most of the session, or counselor presented as a "friend" and not as a counseling professional throughout most of the session.	Demonstrated the inability to develop a working alliance and rapport with the client. A lack of understanding of this skill in the counseling process was present throughout the counseling session.
3	<b>Opening Session</b> CACREP-2016.2.F.5.d CACREP-2016.2.F.5.f CACREP-2016.2.F.5.j	Opened the session smoothly with appropriate introduction, disclosure and confidentiality statement.	Opened session smoothly. However, one element of opening a session is lacking.	Opening of session was awkward (e.g. over use of fillers) and lacked two or more elements.	No clear opening was present at the beginning of the counseling session. No disclosure or confidentiality statement was present.
4	<b>Attending &amp; Active Listening</b> CACREP-2016.2.F.5.f CACREP-2016.2.F.5.g CACREP-2016.2.F.5.h	Demonstrated appropriate use of non-verbal cues (e.g. effective use of body language, vocal tone, facial expressions & eye contact) & awareness of client's nonverbal cues. Appropriate use of verbal & nonverbal encouragers to demonstrate interest & the ability to follow the client w/understanding of all aspects of communication.	Demonstrated the ability to use attending and active listening skills. However, one or two elements were lacking in proficiency or used inappropriately throughout the session. An over reliance on non-verbal cues was evident.	Attending & active listening skills showed insufficient understanding of aspects of verbal &/or nonverbal communication and/or lacked awareness of client's nonverbal cues; and/or counselor appeared somewhat disconnected from the client at times.	Minimal use of attending & active listening was demonstrated throughout the session. Counselor appeared disconnected. Eye contact, verbal & non-verbal cues were insufficient to demonstrate an understanding of all aspects of communication.

Item	Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
5	<b>Reflecting Feeling &amp; Content</b> CACREP-2016.2.F.5.f CACREP-2016.2.F.5.g CACREP-2016.2.F.5.h CACREP-2016.2.F.5.j	Demonstrated the ability to effectively communicate empathy by reflecting client's implicit & explicit emotions. Used paraphrasing & summarizing to demonstrate active listening & seek clarification. Most responses were developmentally appropriate.	Demonstrated the ability to communicate empathy, by reflecting explicit emotions, but lacked the ability to accurately reflect implicit emotions. Demonstrated the ability to reflect content but lack clear and concise expression through clarifying, paraphrasing & summarizing. Some responses were developmentally appropriate.	Insufficient use of empathetic reflection of client's explicit and/or implicit emotional states. Insufficient use of prompts, paraphrasing, & summarizing to reflect content; and/or reflections lack clarity/conciseness such that they interfere with flow of session. Few responses were developmentally appropriate.	Minimal use or inappropriate use of reflection of emotions and/or content was demonstrated throughout session. Indicating a lack of understanding of these skills in moving the client forward. Responses were consistently not developmentally appropriate.
6	<b>Probing &amp; Questioning</b> CACREP-2016.2.F.5.d CACREP-2016.2.F.5.g	Demonstrated the effective use of purposeful, open-ended questions to keep the session on track and to encourage further communication & understanding of the client's world. Most responses were developmentally appropriate.	Demonstrated the use of purposeful, open-ended questions to keep session on track and to encourage further communication. However, questions lack clarity & conciseness; and/or they did not promote further communication; and/or were somewhat overuse. Some responses were developmentally appropriate.	Insufficient use of purposeful, open-ended questions. Questions were primarily closed and/or did not keep session on track and/or did not encourage further exploration of the client's world and/or were overused. Few responses were developmentally appropriate.	Minimal to no use of purposeful, open-ended questions were demonstrated throughout the counseling session, indicating a lack of understanding of these skills in encouraging further communication & understanding of the client's world. Responses were consistently not developmentally appropriate.
7	<b>Use of Silence &amp; Pacing</b> CACREP-2016.2.F.5.g CACREP-2016.2.F.5.h	Allowed appropriate silences and demonstrated the ability to tolerate silence during the counseling session. Demonstrated an appropriate pacing that matches the client.	Generally demonstrated the ability to tolerate some silence during the counseling session. However, further use of silence as a skill to draw out client is necessary. Generally matched the client's pacing but at times felt mismatched.	Insufficient use of silence as a tool to draw out client and/or inability to tolerate silence was demonstrated throughout the session. Frequently did not match the client's pacing.	No use of, or tolerance for, silences was demonstrated throughout the session. Counselor demonstrated obvious need to fill silence in inappropriate manner that detracted from the counseling process. Failure to match client's pacing evident throughout.
8	<b>Closing Session</b> CACREP-2016.2.F.5.d CACREP-2016.2.F.5.g CACREP-2016.2.F.5.h CACREP-2016.2.F.5.i	Closed the session smoothly with a summary of the session & assessment of client's readiness for closure; set direction for the next session.	Closed session smoothly. However, one element of closing a session is lacking.	Closing of session was awkward (e.g. over use of fillers; too lengthy) and lacked two or more elements for closing a session.	No clear closing of the counseling session was present. Closing lacked all required elements for closing a counseling session.

Item	Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
9	<b>Intervention &amp; Theoretical framework</b> (Rationale) CACREP-2016.2.F.2 CACREP-2016.2.F.3 CACREP-2016.2.F.5	Clear rationale for chosen intervention and theoretical framework. Intervention and theoretical framework match what was applied in the video.	Somewhat supported rationale for chosen intervention and theoretical framework. Intervention and theoretical framework mostly match what was applied in the video.	Weak rationale for chosen intervention and theoretical framework. Intervention and theoretical framework at times match what was applied in the video.	No rationale for chosen intervention and theoretical framework. Intervention and theoretical framework do not match what was applied in the video.
10	<b>Personal Reflections</b> CACREP-2016.2.F.5.n	Demonstrate careful consideration, self-reflection, and self-awareness. Include all required aspects explored to an appropriate depth.	Demonstrate consideration, self-reflection, and self-awareness. Aspects explored at some depth. However, missing some required elements.	Demonstrate little consideration, self-reflection, and self-awareness. Aspects explored shallowly, and lacked several required elements.	Demonstrate a lack of self-reflection and awareness, aspects explored shallowly, and lacked most or all required elements.
11	<b>Quality of Alternative Responses</b> CACREP-2016.2.F.5.g CACREP-2016.2.F.5.n	Alternatives demonstrate careful consideration, self-reflection, and self-awareness. Alternatives allow greater variety in responses. Appropriate number of alternatives included.	Alternatives demonstrate some consideration, self-reflection, and self-awareness. Alternatives allow some variety in responses. Appropriate number of alternatives included.	Alternatives demonstrate little consideration, self-reflection, and self-awareness. Alternatives are mostly similar in nature to previous responses. Some alternatives missing.	Alternatives demonstrate little consideration, self-reflection, and self-awareness. Alternatives are all similar in nature to previous responses. Many alternatives missing.

## COUN 5160 Case Study Outline

**Client Name & Demographic Information:** name, age, gender identity, race/ethnicity, etc. Also include the movie, tv show, or book the character is from.

### **Presenting Concern:**

This section should include a detailed description of the client's presenting concern including symptomology; duration, frequency, and intensity of symptoms; etc.

### **Developmental History and Current Functioning:**

This section should include information including grade in school and any known developmental delays or aspects of developmental history. This section should also include a discussion of where in the stages of development this client may currently be with supporting evidence (character behaviors, ways of viewing the world, ways of interacting with others, etc.). Think about physical, intellectual, and emotional development. It will be beneficial to specifically reference the relevant developmental theories and stages.

### **Family History and Characteristics:**

This section should include information such as who the client lives with, parent/caregiver constellation, siblings and birth order, any breaks between client and primary care giver, parenting styles and techniques, family atmosphere (chaotic, ill, achievers, etc.), family patterns/roles/expectations (explicit and implicit), important family events (death, move, job change or loss, etc.), availability and use of social supports, etc.

### **Environmental Characteristics & Contextual Factors:**

This section should include a discussion of the client's identified cultural groups and the intersections of those groups. This can include information related to the following topics:

- Values beliefs, attitudes of your client's group(s)
- Behaviors, practices, customs of your client's group(s)
- Perceptions, misperceptions, and stereotypes about your client's group(s)
- Major historical events impacting the culture of your client's group(s)
- Opportunities and barriers for your client's group(s) in the U.S.
- How could cultural identity impact or exacerbate your client's experience of you in the counseling setting?
- How is cultural identity contributing to the client's presenting concern?

This section should also include a discussion of trauma experiences and ACES along with any other pertinent contextual factors needed for understanding this client and making a plan for their treatment.

### **Interpersonal Relationships:**

This section should include information related to how the client interacts with others including parents/caregivers, siblings, peers, other adults (relatives, authorities, teachers, etc.) along with any recreational activities in which the client is involved.

**Theoretical Orientation:**

Please identify the theoretical orientation you plan to use to guide your understanding of the client, the goals, and your interventions.

**Case Conceptualization:**

This section should include your theoretical understanding of your client and the development/maintenance of their presenting concern(s). Use all of the data from the previous sections to formulate your impressions and link these directly to the theory of your choice. Remember – this is how you are “thinking” about your client (not what you plan to do).

**Goals:**

Based on your understanding of the client and your theoretical orientation, identify three (3) goals for this client to address in counseling. Please remember to make SMART goals (specific, measurable, achievable, relevant, and time-based). Each goal should include a thoughtful rationale.

**Treatment Plan:**

Based on your understanding of the client and your identified goals, write a plan for your first four (4) counseling sessions with this client. You can imagine how the client may respond and what they may have completed between sessions to guide your plan. Your plan for each session should include the following information:

- Client response to previous session and any assigned homework (only needed in plan for session 2-4).
- Planned intervention(s)
- Rationale for intervention(s) including how the intervention(s) address goals, build on previous work, etc.
- Any homework or out of session activities

**Additional Supports or Needs:**

Identify any external supports that may be beneficial for your client’s growth and wellness. This may include resources related to school, medical needs, finances/economic concerns, safety, public policy, etc. You should address things the client can access themselves as well as areas where advocacy may be needed.

## Case Study Grading Outline

Student: \_\_\_\_\_

Criteria	Score	Comments
Grammar/APA format, clarity, organizational structure (10 points)		
Client Name & Demographic Information (5 points)		
Presenting Concern (5 points)		
Developmental History and Current Functioning (10 points)		
Family History and Characteristics (10 points)		
Environmental Characteristics and Contextual Factors (10 points)		
Interpersonal Relationships (10 points total)		

<b>Criteria</b>	<b>Score</b>	<b>Comments</b>
Theoretical Orientation (5 points)		
Case Conceptualization (10 points)		
Goals (10 points)		
Treatment Plan (10 points)		
Additional Supports or Needs (5 points)		
<b>TOTAL</b>		

## COUN 5160: Counseling Children and Adolescents Case Study Rubric

Item	Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
1	<b>Grammar/APA format, clarity, organizational structure</b> CACREP-2016	APA writing style throughout paper. Well-organized. Clear and concise writing. Outstanding grammar and spelling.  (9-10 points)	APA writing style through most of paper. Some issues with clarity, conciseness, or organization but do not hamper readability. Few grammar and spelling errors.  (7-8 points)	Some difficulty with APA formatting throughout paper. Issues with clarity, conciseness, or organization that somewhat impact readability. Several grammar and spelling errors. Some problems with formatting. (5-6 points)	APA writing style not appropriately used. Difficulties with organization, clarity, and conciseness significant impact readability. Poor grammar and spelling throughout paper.  (1-4 points)
2	<b>Client Name &amp; Demographic</b> CACREP-2016	Included all necessary demographic information.  (4-5 points)	Most necessary demographic information present.  (3 points)	Missing some important areas of demographic information  (2 points)	Missing significant portions of demographic information.  (1 point)
3	<b>Presenting Concern</b> CACREP-2016	Well described presenting problem and including qualifying aspects of the problem.  (4-5 points)	Somewhat described presenting problem and with some information about the problem manifests in the client's life.  (3 points)	Presenting problem and how it manifests in the client's life somewhat unclear.  (2 points)	Presenting problem and how it manifests in the client's life unclear or not included.  (1 point)
4	<b>Developmental History &amp; Current Functioning</b> CACREP-2016	Well described and detailed information regarding client's developmental history that includes deep exploration all essential elements of history and current functioning.  (9-10 points)	Clearly described information regarding client's developmental history that includes some exploration of many essential elements of history and current functioning with some detail.  (7-8 points)	Somewhat described information regarding client's developmental history that includes some exploration of some essential elements of history and current functioning with minimal detail.  (5-6 points)	Missing several essential elements of a developmental history with insufficient detail regarding the elements present.  (1-4 points)
5	<b>Family History &amp; Characteristics</b> CACREP-2016.	Well described and detailed information regarding client's family history that includes deep exploration all essential elements of history and characteristics.  (9-10 points)	Clearly described information regarding client's family history that includes some exploration of many essential elements of history and characteristics with some detail.  (7-8 points)	Somewhat described information regarding client's family history that includes some exploration of some essential elements of history and characteristics with minimal detail.  (5-6 points)	Missing several essential elements of a family history with insufficient detail regarding the elements present.  (1-4 points)



Item	Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
6	<b>Environmental Characteristics &amp; Contextual Factors</b> CACREP-2016	Identified subtle diversity-based aspects of the case including strengths, resources, limitations, issues related to oppression, marginalization, and power and how these impact the individual and the counseling process.  (9-10 points)	Underdeveloped discussion of diversity-based aspects of the case and/or underdeveloped discussion of the impact of these aspects on the individual and the counseling process.  (7-8 points)	Missed one or more significant diversity-based aspects of the case and/or how these aspects impact the individual and the counseling process.  (5-6 points)	Significant problems identifying diversity-based aspects of the case and/or identifying the impact of these aspects on the individual and the counseling process.  (1-4 points)
7	<b>Interpersonal Relationships</b> CACREP-2016	Well described and detailed information regarding client's interpersonal relationships that includes deep exploration all aspects of relational functioning.  (9-10 points)	Clearly described information regarding client's interpersonal relationships that includes some exploration of many aspects of relational functioning with some detail.  (7-8 points)	Somewhat described information regarding client's interpersonal relationships that includes some exploration of some aspects of relational functioning with minimal detail.  (5-6 points)	Missing several essential elements of client's interpersonal relationships with insufficient detail regarding aspects of relational functioning.  (1-4 points)
8	<b>Theoretical Orientation</b> CACREP-2016	Identified a theoretical orientation that aligns with the needs of the client and counselor characteristics.  (4-5 points)	Identified a theoretical orientation that somewhat aligns with the needs of the client and counselor characteristics.  (3 points)	Identified a theoretical orientation that does not align with the needs of the client and counselor characteristics.  (2 points)	Did not identify a theoretical orientation to guide understanding and intervention.  (1 points)
9	<b>Case Conceptualization</b> CACREP-2016	Sophisticated analysis that coherently and succinctly relates how the client's presenting concerns developed and are maintained. Clearly tied to a counseling theory. (9-10 points)	Thoughtful analysis that somewhat relates how the client's presenting concerns developed and are maintained. Somewhat tied to theory.  (7-8 points)	Missed minor issues related to how the client's presenting concerns developed and are maintained. Not tied to theory.  (5-6 points)	Missed significant issues related to how the client's presenting concerns developed and are maintained. Not tied to theory.  (1-4 points)
10	<b>Goals</b> CACREP-2016	Provided at least three well-formulated goals that each clearly address the client's presenting problem and include a strong rationale. (9-10 points)	Provided at least three goals that somewhat address the client's presenting problem and include moderate rationale.  (7-8 points)	Provided only two goals OR provides at least three goals that are weakly related to the client's presenting problem and include weak rationales. (5-6 points)	Provided less than two goals OR provides goals that are unrelated to client's presenting problem and have inadequate or missing rationales. (1-4 points)
11	<b>Treatment Plan</b>	Used theory and understanding of client to help direct	Demonstrated some use of theory and client understanding	Vague use of theory and client understanding to direct	No use of theory and client understanding to direct

Item	Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
	CACREP-2016	counseling choices. Interventions clearly address client presenting concerns and goals. Strong rationale for interventions. (9-10 points)	to direct counseling choices. Interventions somewhat address client presenting concerns and goals. Moderate rationale for interventions. (7-8 points)	counseling choices. Interventions weakly address client presenting concerns and goals. Weak rationale for interventions. (5-6 points)	counseling choices. Interventions unrelated to client presenting concerns and goals. Inadequate or missing rationale for interventions. (1-4 points)
12	<b>Additional Supports or Needs</b> CACREP-2016	Clearly identified and discussed additional supports that align with the client's presenting problem and needs. (4-5 points)	Identified some additional supports that align with the client's presenting problem and needs. (3 points)	Identified some additional supports that somewhat align with the client's presenting problem and needs. (2 points)	Did not identify additional supports OR identified additional supports that do not align with the client's presenting problem and needs. (1 point)