

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

Term: Fall 2024 Term A

Credit Hours: 3

Meeting Time: Wednesday 4:30-7:30

Room #: Clement 206

Instructor: Kim Coggins

Telephone: (931) 221-7234

Email Address: cogginsk@apsu.edu

Office: Clement 221B

Office Hours: Tu-Th 12-2; 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. (2024). *Play therapy: The art of the relationship* (4th ed.). Routledge.

Ziomek-Daigle, J. (Ed.). (2017). *Counseling children and adolescents: Working in school and clinical mental health settings*. 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. (2022). *Sandtray therapy: A practical manual* (4th ed.). Routledge.

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

Ray, D.C., Ogawa, Y., & Cheng, Y. (2022). *Multicultural play therapy: Making the most of cultural opportunities with children*. Routledge.

Siegel, D. J., & Bryson, T. P. (2011). *The whole-brain child*. 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 Institutional Culture](#).

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:

The M.S. in Counseling program is committed to the principle of universal learning. This means our classrooms, virtual spaces, practices, and interactions will be as inclusive as possible. Any student with particular needs, including a disability that may affect their academic performance, is encouraged to make an appointment with me to discuss this matter, or you may contact the Student Disability Resource Center (phone #: 221-6230; email: sdrc@apsu.edu; website: <https://www.apsu.edu/disability/>)

Other Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Health & Counseling Services	https://www.apsu.edu/health-and-counseling/

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. 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. (phone: 931-221-6162; email: counselingservices@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* to understand what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

Writing Quality, Academic Honesty, and Plagiarism:

All written work must meet the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in-person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at apsu.mywconline.com)

You must adhere to the academic honesty policy described in the APSU Code of Student Conduct. 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 and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be cited appropriately. Materials taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. 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.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use it as a supplement rather than a replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge the use of AI in submitted work. (Please refer to the *Counseling Program Handbook* for more information about ethical and responsible use of AI).

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to additional disciplinary action in accordance with university policy.

Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely to detect plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

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 plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method-related details in the "Methodology" part of a manuscript should not raise serious ethical concerns.

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.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete coursework. 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 your web browser is configured correctly.

Software: For course assignments, you will need software like Microsoft Office for word processing, spreadsheets, and presentations. Currently, enrolled APSU students receive free access to Microsoft Office 365 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 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](#).

Confidentiality:

Like other courses in the Counseling Program, this course requires that learners maintain absolute confidentiality regarding all personal information related to 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 result in immediate dismissal from the program. Confidentiality will be followed as outlined in the current ACA Code of Ethics.

Email Policy:

Students must remember that faculty are not available 24 hours a day, seven days a week. Wellness and appropriate boundaries are essential values for all counselors and counselor educators. The course instructor will respond to all inquiries, questions, and other electronic correspondence in a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Requesting Assistance:

Communicate as needed with your instructor. Reach out EARLY if you need assistance, and ask questions as they arise. Be sure to express your needs and concerns before the course is almost over. If you wish to meet regarding a grade from an assignment, please wait 24 hours after receiving a graded assignment to make an appointment with the instructor to further reflect on your concerns. Before this meeting, type out a document detailing what elements of your work merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips:

<https://sparkmailapp.com/how-to-email-professor-template>.

Student Complaints and Appeals Procedure:

Please follow the Student Grievance Policy as outlined in the *Counseling Program Handbook*. Additionally, APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Changes to Course Syllabus

The instructor reserves the right to make modifications to this syllabus. Any changes to the syllabus will be clearly communicated to students.

Course Objectives and Requirements

Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2024) stated below. As a result of successfully completing this course, students will be able to:

Course Objectives	CACREP Standards	Course Activities
Analyze & utilize research to inform counseling practice with children & adolescents.	3.H.1 3.H.2	*Case Study *Counseling Children & Adolescents lecture
Describe the theories and processes of effective counseling approaches for children and adolescents in individual and group formats and across different settings.	3.E.1 3.E.9 3.E.10 3.E.11 3.E.13 3.E.15 5.C.2 5.H.13 5.H.14	*Case Study *Practice Session Video & Paper *Quiz 1 & 4 *Counseling Children & Adolescents lecture *Introduction to Play Therapy lecture *Play Session Checklist lecture *Basic CCPT Skills lecture *Child & Adolescent Theoretical Approaches lecture *Creativity in Counseling lecture *Counseling in Community Settings lecture *Counseling in School Setting lecture *Tele-health lecture *Process & Termination lecture *Landreth Ch. 2, 4, 10, 11, 12, 14, 15, 17 *Ziomek-Daigle Ch. 1, 5, 14
Apply developmentally appropriate interventions and strategies to help children and adolescents identify strengths and cope with environmental, developmental, and mental health related concerns.	3.A.11 3.E.1 3.E.9 3.E.10 3.E.11 3.E.13 3.E.15 5.H.13 5.H.14	*Case Study *Practice Session Video & Paper *Day of Play *Introduction to Play Therapy lecture *Play Session Checklist lecture *Basic CCPT Skills lecture *Creativity in Counseling lecture *Landreth Ch. 10, 11, 12, 14, 15
Describe the key stages of brain development during childhood and adolescence, how disruptions such as traumatic brain injuries or adverse early experiences can alter typical developmental trajectories, and the potential cognitive, emotional, and behavioral impacts on children and adolescents	3.C.10 3.C.11	*Case Study *Attachment, Trauma, & the Brain lecture * Ziomek-Daigle Ch. 13
Describe the influence of trauma on brain and child development and apply trauma-informed	3.C.13 3.E.20 5.H.14	*Case Study *Attachment, Trauma, & the Brain lecture

Course Objectives	CACREP Standards	Course Activities
considerations when working with children and adolescents.		
Identify and describe the key development stages in children and adolescents according to major developmental theories, such as Piaget, Erikson, Loevinger, and Gesell.	3.C.1 3.C.4	*Case Study *Quiz 2 *Developmental Principles lecture * Ziomek-Daigle Ch. 2, 3, 4
Analyze how developmental stages influence behavior, learning, and social interactions in children and adolescents	3.C.10 3.C.11	*Case Study *Quiz 2 *Developmental Principles lecture * Ziomek-Daigle Ch. 2, 3, 4
Describe common medications and diagnoses that affect learning, behavior, and mood in children and adolescents	3.E.18 3.G.11 5.C.1 5.H.12	*Case Study *Quiz 3 *Diagnosis & Psychopharmacology lecture * Ziomek-Daigle Ch. 10, 11
Design prevention and intervention plans that take account of the effects of (a) growth and development, (b) systemic and environmental characteristics, (c) cultural considerations, and (d) diagnostic data.	3.E.3 3.E.13 3.E.14	*Case Study *Diagnosis & Psychopharmacology lecture *Assessment lecture * Ziomek-Daigle Ch. 10, 11
Evaluate formal and informal assessment tools for counseling children and adolescents ensuring these tools are developmentally suitable and culturally sensitive.	3.G.5 3.G.8 3.G.9 3.G.10	*Case Study *Quiz 4 *Assessment lecture
Identify ethical standards and legal statutes relevant to counseling children and adolescents.	3.A.10 3.E.6	*Ethics lecture *Counselors in the Courtroom lecture * Ziomek-Daigle Ch. 9
Develop the ability to integrate culturally relevant information and themes into counseling practices with children and adolescents, recognizing the impact of cultural background on identity formation, values, and mental health.	3.B.2 3.B.3 3.B.9 3.B.10 3.E.7 3.E.13 5.H.11	*Case Study *Practice Session Video & Paper *Quiz 4 *Race & Diversity lecture * Ziomek-Daigle Ch. 12
Identify roles and approaches for consultation with families, school personnel, and community agencies	3.A.3 3.E.4 5.H.3 5.H.10	*Counselors in the Courtroom lecture *Counseling in Community Settings lecture *Counseling in School Setting lecture *Caregivers in the Counseling Process lecture *Landreth Ch. 9 * Ziomek-Daigle Ch. 7, 8
Identify community resources and referral sources for children and adolescents	3.E.17 5.H.10	*Case Study *Counseling in Community Settings lecture *Counseling in School Setting lecture

Methods of Instruction:

Course instruction may include lectures, self-assessments, group exercises, class discussions, role-plays, expressive activities, and films.

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. Grading will be provided for work within two weeks of assignment submission.

An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, you must promptly communicate with the instructor (before the last regular day of class) to seek approval. You are responsible for initiating the paperwork to request the incomplete and generating 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, so attendance, 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 instructor's discretion; 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 on time for class, and know that three late arrivals will constitute one absence. Additionally, please be aware that being more than 20 minutes late for two class meetings will constitute one absence.

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

Professionalism: Additionally, becoming a professional counselor means assuming responsibility for not only your clients' well-being but also 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 professionalism 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 can utilize the “Relax, Relate, & Release Policy” to miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and the material covered. Students utilizing this option must notify the professor before the missed class. Click here for more wellness information: <https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

Case Study (20%): Due October 6

****TEVERA Key Assessment***

This assignment allows you 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 and 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 5-7 page (not including reference page) 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. You must use at least five (5) scholarly sources to guide aspects of this paper (e.g., developmental considerations, cultural considerations, treatment recommendations, etc.). You must include APA-style citations and an APA-style reference page.

The attached “Case Study Outline” provides detailed descriptions of what information needs to be included in each section and can be used to format your paper. Additionally, the attached grading outline and rubric provide more information regarding grading for this assignment.

As the TEVERA Key Assessment for this course, your Case Study must be submitted to TEVERA by the assignment due date (October 6th). Your Case Study paper will not be graded until uploaded to TEVERA. 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.

Practice Session Video and Paper (20%): Due October 13

This assignment allows you to implement what we have learned in class regarding counseling children and adolescents by leading a counseling session for a typically developing child or adolescent (ages 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 signed consent with your written critique of the session. Your assignment will not be graded until you submit a signed consent form for your work with the child/adolescent. Late consent forms carry the same penalty as late assignments (a 10-point deduction each day it is late).

You may use the playroom or counseling rooms in the counseling lab as long as you are **never** alone in the lab or playroom suite with a child (the parent/guardian should be in the waiting room in the lab or outside the playroom during the session) and, you schedule the sessions during a time when someone is available to open the lab/playroom. Sessions in the counseling lab can be scheduled using the following link:

https://www.supersaas.com/schedule/Counseling_Lab/Counseling_Lab. Sessions in the playroom can be scheduled by emailing Dr. Coggins (Note: the Counseling Lab is not fully staffed in the fall semester. Please ensure that a faculty member will be available to provide access to the lab or playroom during your scheduled time.) You can also check out materials, including a travel play kit, a sand tray kit, and other creative materials, by emailing Dr. Coggins.

All videos will be recorded using [GoReact](#) or your APSU Zoom account to protect volunteer confidentiality. Videos must be submitted via GoReact for grading. See D2L for more information about recording and using GoReact.

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 age, gender identity, racial/ethnic identity, and session setting
 - b. Intervention and theoretical framework used with rationale (~1 paragraph)
 - Be sure to make a case for how the activity was developmentally appropriate, suited to the context/content of the session, fits for the population and/or specific child/adolescent you are working with, and fits with your way of being as a counselor.
 - c. Description of the child's/adolescent's reaction to the activity, including each of the following (~1 page)
 - Child/adolescent's predominant emotions, including all displayed and how they were communicated
 - Session summary: a brief description of the process of the sessions that may include things like play behaviors and toys, play sequence, engagement with activity, significant verbalizations, etc.

- d. Personal reflection including each of the following (~1.5 pages)
 - thoughts, feelings, and insights before, during, and after the session **and** how those influenced your behaviors and responses in 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:
 - Timestamp in the video where the original response occurs
 - Context of the response within the 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 (uploaded to or recorded using [GoReact](#))

Quizzes (20%): September 15, September 22, September 29, and October 13

Four quizzes will be 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 week's assigned readings and online lecture materials. The quiz will open on Monday morning of the week it is due and close at midnight on Sunday. 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 that you do not get to at the end. 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 can use your notes, textbook, and 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 will be available for review after completing the quiz. Please let me know if you don't understand an item you missed, even after seeing the correct answer and looking it up in the text and/or course materials. 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 19 (Note: class ends on a Thursday, so this week's due date is the last day of the course.)

To experience the therapeutic value of play, you must 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 it 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
4. A photo of some aspect of your playtime.

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

Students can submit one late assignment without penalty (up to three days) if needed. 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:

Assignment	Value
Class Participation & Professionalism	20%
Required Day of Play	20%
Practice Session Video & Paper	20%
Case Study	20%
Quizzes	20%
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 8/26-9/1	8/28 On-ground	Introductions, Course and syllabus review Introduction to Counseling with children/adolescents; View of children <i>(CACREP 3.C.1, 3.E.1, 3.H.1, 3.H.2)</i>	Landreth, Chapter 4 Ziomek-Daigle, Chapter 1
	Online	Introduction to Play Therapy <i>(CACREP 3.E.1, 3.E.13, 3.E.15, 5.H.14)</i>	Landreth, Chapters 2, 10
Week 2 9/2-9/8	9/4 On-ground	Basic Play Therapy Skills <i>(CACREP 3.E.1, 3.E.9, 3.E.10, 3.E.11, 3.E.13, 3.E.15, 5.H.13, 5.H.14)</i>	Landreth, Chapters 11, 12, 14
	Online	Introduction to Play Therapy Core Skills <i>(CACREP 3.E.1, 3.E.9, 3.E.10, 3.E.11, 3.E.13, 3.E.15, 5.H.13, 5.H.14)</i>	
Week 3 9/9-9/15	9/11 On-ground	Basic Play Therapy Skills (cont.) <i>(CACREP 3.E.1, 3.E.9, 3.E.10, 3.E.11, 3.E.13, 3.E.15, 5.H.13, 5.H.14)</i>	Landreth, Chapter 15
	Online	Child and Adolescent Specific Theories <i>(CACREP 3.C.1, 3.E.1, 3.E.13)</i>	Ziomek-Daigle, Chapter 5 Quiz 1 (9/15)
Week 4 9/16-9/22	9/18 On Zoom	Neuropsychology & brain-based interventions Trauma; Special Populations <i>(CACREP 3.C.10, 3.C.11, 3.C.13, 3.E.20, 5.H.14)</i>	Ziomek-Daigle, Chapter 13
	Online	Developmental Considerations <i>(CACREP 3.C.1, 3.C.4, 3.C.10, 3.C.11)</i>	Ziomek-Daigle, Chapters 2-4 Quiz 2 (9/22)
Week 5 9/23-9/29	9/25 On-ground	Guest Lecturer Expressive Arts & Creative Interventions in Counseling <i>(CACREP 3.E.1, 3.E.9, 3.E.10, 3.E.11, 3.E.13)</i>	Ziomek-Daigle, Chapter 14 Edgeter (2012) Why Teens Hate Therapy
	Online	Diagnosis and Treatment Psychopharmacology <i>(CACREP 3.E.14, 3.E.18, 3.G.11, 5.C.1, 5.H.12)</i>	Ziomek-Daigle, Chapters 10-11 Quiz 3 (9/29)

Week	Date	Topic	Readings/Assignments Due
Week 6 9/30- 10/6	10/2 On-ground	Appraisal and Assessment Techniques (CACREP 3.G.5, 3.G.8, 3.G.9, 3.G.10)	Ziomek-Daigle, Chapters 6
	Online	Legal and Ethical Implications Social Justice and Advocacy Implications (CACREP 3.A.10, 3.B.2, 3.B.3, 3.B.9, 3.B.10, 3.E.6, 3.E.7, 3.E.13, 5.H.11)	Ziomek-Daigle, Chapter 9, 12, 13 Bray (2022) Confidentiality Come First Case Study Due (10/6)
Week 7 10/7- 10/13	10/9 On-ground	Consultations in child/adolescent counseling Involving parents/family in therapy (CACREP 3.A.3, 3.E.4, 3.E.17, 5.H.3, 5.H.10)	Landreth, Chapter 9 Post (2014) Involving Parents in CCPT Kottman (1997) Personality Priorities
	Online	Working with Children and Adolescents in Different Settings (School & Community) (CACREP 3.E.7, 3.E.11, 5.C.2, 5.H.13)	Ziomek-Daigle, Chapters 7-8 Quiz 4 (10/14) Practice Session Video & Paper (10/13)
8 10/14- 10/17	10/16 On-ground	No In Person Class Required Day of Play (CACREP 3.A.11)	Required Day of Play (Report due 10/17)
	Online	Counseling Process and Termination (CACREP 3.E.3, 3.E.17)	Landreth, Chapter 17 Day of Play Report (10/17) *Note: class ends on Thursday, October 17th

Parent/Guardian Consent for Practice Session

I am enrolled in a graduate 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 to provide 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 record our session and then turn 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 to have an enjoyable time with your child or adolescent where I can practice 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 they have 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 you to be available and close by during the entirety of the session (in an adjacent room). If your child or adolescent becomes uncomfortable or decides that they are done at any time during the session, 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 contact my course instructor at the Department of Psychological Sciences and Counseling, Kim Coggins, at (931) 221-7234 or cogginsk@apsu.edu.

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

Child's Name: _____ Child's Age: _____

Child's Race/Ethnicity: _____ Child's Gender Identity: _____

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 someone is hurting you or if you are planning to hurt yourself or someone else. Then, I will talk to your parents, caregivers, or other necessary individuals about the best ways to help.

This session will be recorded so 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.

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

Child/Adolescent Name (printed): _____

Child's Race/Ethnicity: _____ Child's Gender Identity: _____

Child/Adolescent Signature: _____ Date: _____

Counselor-In-Training Name (printed): _____

Counselor-In-Training Signature: _____ Date: _____

Practice Session Video & Paper Grading Outline

Student Name: _____

Criteria	Score	Comments
Submitted Consent Form, Liability Insurance, & Video (3 points)		
Correct Length of Session, Setting, and Volunteer (3 points)		
Grammar, clarity, organizational structure (3 points)		
Client's age, gender identity, racial/ethnic identity and session setting (3 points)		
Intervention & Theoretical framework with rationale (20 points)		
Description of child's reaction to activity <ul style="list-style-type: none"> • Client's predominant emotions (10 points) • Session summary (10 points) 		
Personal reflection including <ul style="list-style-type: none"> • thoughts, feelings, and insights during and after the session and how those influenced your behaviors and responses in session (10 points) • What went well (10 points) • What you would do differently (10 points) 		
Quality of corrected responses and rationale (18 points; 3 points each)		
ASSIGNMENT TOTAL (out of 100)		

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 (1 paragraph):

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 Developmental Functioning (1 paragraph):

This section should include information including current grade in school and any known developmental delays or aspects of developmental history. This section should also include a discussion of where in the client's current stages of development 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 reference the relevant developmental theories and stages specifically.

Family History and Characteristics (1 paragraph):

This section should include information such as whom the client lives with, parent/caregiver constellation, siblings and birth order, any breaks between client and primary caregiver, 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 (1-2 paragraphs):

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, and attitudes of your client's group(s)
- Behaviors, practices, and 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 does cultural identity contribute to the client's presenting concerns?

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 planning for their treatment. If there are none, please state this rather than leaving out this portion.

Interpersonal Relationships (1 paragraph):

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

Theoretical Orientation & Therapeutic Relationship (1 paragraph):

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

Explore any factors that may help or hinder the development of a therapeutic relationship. Also, identify things you may do to help promote a positive therapeutic relationship with this client.

Case Conceptualization (1 paragraph):

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).

Assessment Plan (1 paragraph):

Based on your understanding of the client and their presenting concerns, identify at least two (2) specific assessments you may utilize with your client. Each assessment method should include a thoughtful rationale.

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 the previous session and any assigned homework (only needed in the plan for sessions 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 (1 paragraph):

Identify any external supports that may benefit 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/ format, clarity, organizational structure, citations, references (5 points)		
Client Name & Demographic Information (5 points)		
Presenting Concern (5 points)		
Developmental History and Current Developmental Functioning (10 points)		
Family History and Characteristics (10 points)		
Environmental Characteristics and Contextual Factors (10 points)		
Interpersonal Relationships (10 points total)		

Criteria	Score	Comments
Theoretical Orientation & Therapeutic Relationship (5 points)		
Case Conceptualization (10 points)		
Assessment Plan (5 points)		
Goals (10 points)		
Treatment Plan (10 points)		
Additional Supports or Needs (5 points)		
TOTAL		

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	Grammar/APA format, clarity, organizational structure CACREP-2024 3.H.1 CACREP-2024 3.H.2	APA writing style throughout paper. Well-organized. Clear and concise writing. Outstanding grammar and spelling. (4-5 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. (3 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. (2 points)	APA writing style not appropriately used. Difficulties with organization, clarity, and conciseness significant impact readability. Poor grammar and spelling throughout paper. (1 points)
2	Client Name & Demographic CACREP-2024 3.G.5 CACREP-2024 3.G.10	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	Presenting Concern CACREP-2024 3.G.5 CACREP-2024 3.G.10	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	Developmental History & Current Developmental Functioning CACREP-2024 3.C.1 CACREP-2024 3.C.4 CACREP-2024 3.C.10 CACREP-2024 3.C.11	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	Family History & Characteristics CACREP-2024 3.C.1 CACREP-2024 3.C.10 CACREP-2024 5.H.11	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 (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)
		(9-10 points)	(7-8 points)	and characteristics with minimal detail. (5-6 points)	(1-4 points)
6	Environmental Characteristics & Contextual Factors CACREP-2024 3.B.2 CACREP-2024 3.B.3 CACREP-2024 3.B.9 CACREP-2024 3.B.10 CACREP-2024 3.C.10 CACREP-2024 3.C.11 CACREP-2024 3.C.13	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	Interpersonal Relationships CACREP-2024 3.C.11 CACREP-2024 5.H.11	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	Theoretical Orientation & Therapeutic Relationship CACREP-2024 3.E.1 CACREP-2024 3.E.7	Identified a theoretical orientation that aligns with the needs of the client and counselor characteristics. Well described factors that impact the therapeutic relationship and deep exploration of ways to promote a positive therapeutic relationship. (9-10 points)	Identified a theoretical orientation that somewhat aligns with the needs of the client and counselor characteristics. Clearly described factors that impact the therapeutic relationship that includes some detail and some exploration of ways to promote a positive therapeutic relationship. (7-8 points)	Identified a theoretical orientation that does not align with the needs of the client and counselor characteristics. Somewhat described factors that impact the therapeutic relationship that includes minimal detail and minimal exploration of ways to promote a positive therapeutic relationship. (5-6 points)	Did not identify a theoretical orientation to guide understanding and intervention. Missing several essential factors that impact the therapeutic relationship and insufficient detail of ways to promote a positive therapeutic relationship. (1-4 points)
9	Case Conceptualization CACREP-2024 3.E.1	Sophisticated analysis that coherently and succinctly relates how the client's presenting	Thoughtful analysis that somewhat relates how the client's presenting concerns	Missed minor issues related to how the client's presenting concerns developed and are	Missed significant issues related to how the client's presenting

Item	Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
	CACREP-2024 3.E.3 CACREP-2024 3.G.11 CACREP-2024 5.C.1	concerns developed and are maintained. Clearly tied to a counseling theory. (9-10 points)	developed and are maintained. Somewhat tied to theory. (7-8 points)	maintained. Not tied to theory. (5-6 points)	concerns developed and are maintained. Not tied to theory. (1-4 points)
10	Assessment plan CACREP-2024 3.G.5 CACREP-2024 3.G.8 CACREP-2024 3.G.9 CACREP-2024 3.G.10	Included at least two appropriate assessment methods that align with the client's presenting concern and include a strong rationale.	Included at least two assessment methods that somewhat align with the client's presenting concern and include moderate rationale.	Included only one assessment method OR included two assessment methods that are weakly aligned with the client's presenting concern and include weak rationales.	Did not include assessment methods OR included assessment methods that are unrelated to the client's presenting problem and have inadequate or missing rationales.
11	Goals CACREP-2024 3.E.14 CACREP-2024 3.G.5	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)
12	Treatment Plan CACREP-2024 3.E.10 CACREP-2024 3.E.13 CACREP-2024 3.E.15 CACREP-2024 3.G.7 CACREP-2024 3.H.2	Used theory and understanding of client to help direct counseling choices. Interventions clearly address client presenting concerns and goals. Strong rationale for interventions. (9-10 points)	Demonstrated some use of theory and client understanding to direct counseling choices. Interventions somewhat address client presenting concerns and goals. Moderate rationale for interventions. (7-8 points)	Vague use of theory and client understanding to direct counseling choices. Interventions weakly address client presenting concerns and goals. Weak rationale for interventions. (5-6 points)	No use of theory and client understanding to direct counseling choices. Interventions unrelated to client presenting concerns and goals. Inadequate or missing rationale for interventions. (1-4 points)
13	Additional Supports or Needs CACREP-2024 3.A.3 CACREP-2024 3.A.4 CACREP-2024 3.B.9 CACREP-2024 3.E.17 CACREP-2024 5.H.3	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)