# Wayland Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

# Contact Information

**Course**: CNSL 5317 VC01 – Child Counseling

**Campus**: WBUonline

**Term/Session:** Spring 1 2021

**Instructor:** Dr. Thomas H Thomson

**Office Phone Number:** 806-773-3264 (This is my cell phone. Feel free to call or text. Please identify yourself in your voicemail or text message.)

**WBU Email Address:** thomas.thomson@wayland.wbu.edu

**Office Hours, Building, and Location:** Virtual

**Class Meeting Time and Location:** Virtual

# Textbook Information

**Required Textbook(s) and/or Required Materials:** Donna A Henderson. **Counseling Children.**  Cengage: 9th edition, 2016. ISBN: 9781285464541.

*The textbook for this course is part of* ***Wayland's Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Optional Materials: None**

# Course Information

**Catalog Description:** Survey of different approaches in counseling children; application of counseling models to children with varying social/emotional problems; diagnosis, assessment, case formulations/treatment plans and ethical consideration; parent and child interviewing strategies; play therapy; current research trends, theoretical and legal considerations, and practice-related issues.

**There is no prerequisite for this course**.

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

* Understand the development of children—physical, mental, emotional, and spiritual
* Examine major problem areas for children—and recognize types of pathology and make proper judgments regarding the need for consultation and /or referral
* Examine techniques used in counseling the child
* Examine alternatives to traditional “talk therapy” for working with people 2 years to 12 years.
* Evaluate the need for special counseling techniques for children and less verbal clients
* Demonstrate and apply knowledge of the social, educational and legal issues/considerations concerning individuals with exceptionalities
* Demonstrate and apply knowledge of socio-cultural and linguistic factors that influence perceptions of disability, quality of life, and services for person with special needs from culturally and linguistically diverse backgrounds

# Attendance Requirements

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

# University Policies

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](http://catalog.wbu.edu/)

# Course Requirements and Grading Criteria

**Online discussions (100 points)**

Students will participate in online discussions each week. Students are expected to submit postings with punctuality and are expected to check the online class at least three to four times each week and complete weekly postings in the discussion board. This averages out to be about 7-10 hours per week of online activities, as well as navigating and conducting research over the web. All initial posts must be submitted by Friday evening and responses to other students be submitted by Sunday evening.

**Parenting with Hope Through the Hard Places Paper (100 pts)**

My daughter, Jennifer Griffis, is an advocate for children’s mental health in the state of Idaho. Through her series of articles entitled *Parenting with Hope Through the Hard Places* along with information from her web sites, [jengriffis.com](http://www.jengriffis.com/) and [superkidscoaching.com](https://www.superkidscoaching.com/), represent her work with parents of children with mental health issues. Related resources can be found through the [Federation of Families for Children’s Mental Health](https://www.ffcmh.org/).

For this assignment, you will write a 4-6 page paper on how to help Danny and his family. Danny is a 12 year old boy who has been diagnosed with conduct disorder. He lives with his mother, Beth, and two sisters, ages 9 and 5. Danny has recently become more belligerent and destructive. He is destroying his siblings toys and yells defiantly at his mother when she asks him to do anything such as chores around the house. He also has begun to threaten his siblings with physical harm. His mother fears for the girls’ safety. Upon inquiring with her family physician, the doctor recommended that Danny be taken to a children’s mental health inpatient facility to get help with proper treatment for the current escalation of behavior and recommendations for additional help in the near and long term. Beth calls you to let you know what is happening because you have been seeing the family as part of your counseling practice.

Using the 4 parts of Mrs. Griffis’ series and other resources you may find, summarize what Beth, Danny, and the 2 girls may experience in each part of the mental health experience. How will you help this family during this time of crisis, inpatient treatment, and the followup care? What do you need to prepare for in order to help each member of this family?

Be creative. Put yourself in this situation and begin to think about what you would do. I look forward to reading your work.

**Midterm Exam (100 pts)**

The midterm is an open book exam and will cover the learning blocks of materials from Chapters 1-9.

**Final Exam (100 pts)**

The final is an open book exam and will cover major learning blocks of materials from Chapters 10-20.

**Grading Criteria:**

**Weekly online discussion board assignments 100 pts**

**Midterm 100 pts**

**Final exam 100 pts**

**Hope Through the hard Places Paper 100 pts**

**Total 400 pts**

**A = 360-400**

**B = 320-359**

**C = 280-319**

**D = 240-279**

**F = below 240**

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

# Tentative Schedule

| **Week** | | **Readings** | **Assignment Due** |
| --- | --- | --- | --- |
| **Week 1**  **Jan 11-17** | | **Ch 1 Introduction to a Child’s World**  **Ch 2 Developmental and Cultural Considerations**  **Ch 4 Legal and Ethical Considerations for Counselors** | **Discussion Board** |
| **Week 2**  **Jan 19-24**  **Jan 18 is Martin Luther King Day**  **Enjoy the day! No assignment.** | | **Ch 3 The Counseling Process**  **Ch 5 Psychoanalytic Counseling**  **Ch 6 Person-Centered Counseling** | **Discussion Board** |
| **Week 3**  **Jan 25-31** | | **Ch 7 Gestalt Therapy**  **Ch 8 Behavioral Counseling**  **Ch 9 Reality Therapy Counseling with Choice Theory** | **Discussion Board** |
| **Week 4**  **Feb 1-7** | | **Ch 10 Brief Counseling**  **Ch 11 Individual Psychology**  **Ch 12 Rational Emotive Behavior Therapy** | **Discussion Board** |
| **Feb 5-7** | | **Midterm** | **Midterm** |
| **Week 5**  **Feb 8-14** | | **Ch 13 Cognitive-Behavioral Therapy**  **Ch 14 Transactional Analysis**  **Ch 15 Family Counseling** | **Discussion Board** |
| **Week 6**  **Feb 15-21** | | **Ch 16 Consultation and Collaboration**  **Ch 17 Play Therapy**  **Ch 18 Group Counseling with Children** | **Discussion Board** |
| **Week 7**  **Feb 22-28** | **Ch 19 Counseling Children with Special Concerns**  **Ch 20 Counseling Children with Disabilities** | | **Discussion Board** |
| **Week 8**  **Mar 1-4** | **Parenting Through the Hard Places: Part 1 – Entering the System**  **Parenting Through the Hard Places: Part 2 – Discharge Planning**  **Parenting Through the Hard Places: Part 3 – Crisis Counseling**  **Parenting Through the Hard Places: Part 4 – Advocating for the Appropriate Level of Care** | | **Paper due by March 4** |
| **Mar 4-6** | **Final Exam** | | **Final Exam** |