**WAYLAND BAPTIST UNIVERSITY**

**School of Behavioral and Social Sciences**

**Spring 2014**

**University Mission:** Wayland Baptist University exists to educate students in an academically

challenging and distinctively Christian environment for professional success, lifelong learning

and service to God and humankind.

**COURSE NUMBER & TITLE** CNSL5317 Topics in Child Counseling

**PHONE** 830-620-7142

**INSTRUCTOR** Mee-Gaik Lim

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**OFFICE HRS**  Monday-Thursday 9:00-2:00pm CST

**MEETING LOCATION** Virtual campus-Blackboard

**COURSE DESCRIPTION:** This course will include an overview of the different approaches to counseling children and how to apply the models of counseling to children with varying social/emotional problems. Diagnosis, assessment, case formulations/treatment plans, and ethical considerations will be reviewed. Parent and child interviewing strategies will be covered. The class is designed to help students obtain knowledge on different approaches for counseling children. This course will include reading and research which leads the student to examine the physical, mental, psychological, and spiritual factors of childhood. The course will acquaint the student with problems in development, family structure, cultural influence, which affect the developing child. The student will focus on contemporary counseling techniques and parenting skills that would be helpful in working with children in the counseling process.

**TEXTBOOK:** Strategies for Counseling with Children and their Parents (1997) by Geraldine L. Orton (Brooks/Cole Publishing)

**COURSE OBJECTIVES:**

By the conclusion of the course, successful students will:

1. Understand the development of children--physical, mental, emotional, and spiritual.

2. Examine major problem areas for children--and recognize types of pathology and make proper judgments regarding the need for consultation and/or referral.

3. Examine techniques used in counseling the child.

**STUDENT LEARNING OUTCOME COMPETENCIES**:

The students’ (whether seeking educational or clinical certification) learning outcomes are aligned with and derived from the Texas School Counselors Standards.

Standard III. Process: The certified counselor participates in the development, monitoring, and evaluation of a developmental guidance and counseling program that promotes learners'/clients’ knowledge, skills, motivation, and personal growth.

**The certified counselor must:** Facilitate learners'/clients’ ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information

**COURSE EXPECTATIONS**

**Attendance**: Students are expected to submit class assignments with punctuality and are expected to check the online class weekly and complete weekly assignments. They include weekly reading assignments and complete all online assignments. I will be viewing the discussion area regularly and will post responses to you each week. Students are to respond to three of these activities each week. Be sure to **POST YOUR RESPONSES BY NOON OF EACH FRIDAY.**

**PLAGARISM POLICY:** Intellectual integrity and truthfulness are fundamental to scholarship. Scholars, whether they are performing as students or as teachers, are engaged in a search for truth. Plagiarism is a form of cheating and also a form of theft. Plagiarism occurs when a student fails to give proper credit when information is either quoted or paraphrased. In essence, plagiarism takes place when you take credit for someone else’s work. This happens when you copy someone’s exam or when you fail to explain which parts of a paper reflect your own ideas and which came from someone else. Looking at or copying someone else’s test, answer sheet, and/or paper is counted as cheating. Carelessness is no excuse. As such, it is a breach of scholarly responsibility. It is also unethical, immoral, and in some cases, illegal. Plagiarism may result in an “F” in the course or in your being expelled from the class.

**DISABILITITES:** It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities at the first class meeting. Please consult instructor or catalog for additional information.

**GRADING STRUCTURE:**

Weekly online discussion board assignments 240 pts

Mid-term exam 100 pts

Final exam 100 pts

Stage Development Strategies 100 pts

Power Point or Prezi Presentation 100 pts

Total 640 pts

**EVALUATION OF STUDENT PERFORMANCE:**

**Weekly Discussion Board**---students should read the selected chapters for the week and will complete weekly online discussion assignments. You will also be required to participate in online discussions and interact with other students in class.  Ensure that all submitted responses are comprehensive and thorough. It is also crucial that you respond to the questions posted by other students.

Note: All postings ought to be respectful of others.  In the event that you disagree with others, please find polite and respectful ways to disagree or to view your opinion.  Inappropriate remarks and comments are not acceptable in the courseroom.

**Power Point or Prezi Presentation***---*Select a topic of interest from the list below. Put together a power point or Prezi presentation that will help educate a parenting group, church group, community group or non-profit organization about the selected topic. Ensure that there are at least 20 slides in the presentation. Remember to give credit to sources used. (Note: You are not required to present the ppt to any group unless you want to do so)

Topic List:

* Building blocks to nurture children’s autonomy and independence
* Effective ways to discuss sex with children and teens
* ABCs to setting healthy boundaries with children and teens
* Keys to nurture a child’s self-esteem
* Building blocks to motivate children’s creativity
* Strategies to strengthen parent-child bond
* Keys to strength parent-child communication
* Topic of choice

**Stage Development Strategies**---students are to generate two questions for each stage of Erikson’s theory. Thereafter, provide TWO different strategies to work with these challenging situations (textbook--see p.166). Think of these strategies as possible ways for parents to address these challenging situations in healthy and constructive ways. Ensure that guidelines and solutions offered are based on journal articles, online searches, peer review articles, etc.

Note: 2 questions per stage (total of 16 questions)

There are eight stages of development:

Stage 1: Basic Trust Versus Basic Mistrust   
Stage 2: Autonomy Versus Shame and Doubt   
Stage 3: Initiative Versus Guilt   
Stage 4: Industry Versus Inferiority   
Stage 5: Identity and Repudiation Versus Identity Diffusion   
Stage 6: Intimacy and Solidarity Versus Isolation   
Stage 7: Generativity Versus Stagnation and Self-Absorption   
Stage 8: Integrity Versus Despair

Sample questions:

* What are factors that strengthen parent/child bonding in the early years?
* What are effective ways to strengthen communication during the adolescent years?
* What are some healthy ways to stimulate creativity in preteens?
* Identify effective ways to motivate learning in teens?

Sample Format:

Stage 2- AUTONOMY vs. SHAME AND DOUBT

Question 1: How is autonomy important to a child’s growth? Part of the growing process is learning to be independent and being able to do things on his own by trial and error with no interference from an adult.

Suggested Strategies:

1. Bibliotherapy: provide title of book and also a summary of the book
2. Puppetry: provide specific guidelines for this activity

**Exams**---two exams (midterm and a final exam) will be administered during the course of the semester. The exams will consist of essay questions which will allow students the maximum opportunity to demonstrate what they know and that they can analyze information and reach defensible conclusions.

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**Attendance and Participation---**students are required to attend scheduled classes and be actively involved in class discussions.

**Grading Scale:** The University has a standard grading scale as follows: 90-100 = A (excellent); 80-89 = B (good); 70-79=C (average); 60-69=D (acceptable but below average); below 60=F (unacceptable); W=the student withdrew from the course before the deadline; I=incomplete. A grade of “incomplete” is given only if circumstances beyond the student’s control prevented completion of work during the semester enrolled and any attendance requirements have been met. A grade of “incomplete” is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes an “F”. Consult catalog for more information.

**Web Resources:**

Ethics: <http://www.apa.org/ethics/code.html>

<http://www.counseling.org/resources/codeofethics.htm>

<http://www.schoolcounselor.org/ethics/standards.htm>

Multicultural Issues: <http://www.emicrotraining.com/links/links_multiculturalism.html>

<http://www.omhrc.gov/clas/cultural1a.htm>

Efficacy of Psychotherapy: <http://www.apa.org/practice/peff.html>

Cognitive Therapy, Rational Emotive Behavior Therapy, etc.:

<http://www.fenichel.com/Beck-Ellis.shtml>

<http://www.ship.edu/~cgboeree/ellis.html>

<http://www.rebt.org/>

<http://www.managingstress.com/ellis2.htm>

<http://www.managingstress.com/ellis1.htm> <http://mindstreet.com/cbt.html>

<http://www.cts.com/crash/habtsmrt/cogtitle.html>

Behavior Therapy: <http://www.aabt.org/>

Client-Centered, Person-Centered therapy: <http://portents.ne.mediaone.net/~matt/cct.html>

Counseling:

<http://www.counseling.org/>

<http://www.amhca.org/home2.html>

Child Abuse:

<http://www.jimhopper.com/abstats/>

<http://www.calib.com/nccanch/>

<http://www.smith-lawfirm.com/mandatory_reporting.htm>

Mental Health Services

<http://www.surgeongeneral.gov/library/mentalhealth/home.html>

School wide discipline web sites:

<http://www.pbis.org/english/main.php3?name=School-wide_PBIS>

<http://www.ed.gov/databases/ERIC_Digests/ed417515.html>

<http://darkwing.uoregon.edu/~jeffs/3-10/>

<http://darkwing.uoregon.edu/~ivdb/documents/ivdb/discipline_evaluation.htm>

<http://www.air-dc.org/cecp/resources/recon/recon.htm>

<http://www.coe.ufl.edu/CRPM/wholetext.html>

<http://www.howard.k12.md.us/staffdevelopment/schoolsupport.html>

<http://www.pbis.org/english/main.php3?name=Center_Products>

<http://www.cec.sped.org/osep/art4.htm>

<http://brt.uoregon.edu/ebs/whatisebs2.htm>

<http://idea.uoregon.edu/~ncite/documents/techrep/tech25.html>

<http://www.bus.duq.edu/charter/EffectiveBehaviorSupport.htm>

<http://www.stemnet.nf.ca/~glassman/partii.htm>

<http://www.stemnet.nf.ca/~glassman/parti.htm>

**Course Schedule:**

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| **Week** | **Topics** | **Assignments Due** |
| 1 Feb 24-Mar 2 | Ch 2 The Developing Child |  |
| 2 Mar 3-9 | Ch 3 The Vulnerable Child |  |
| 3 Mar 10-14 | SPRING BREAK |  |
| 4 Mar 17-23 | Ch 4 Assessment and Treatment Plan |  |
| 5 Mar 24-30 | Ch 5 Individual and Group Counseling with Children |  |
| 6Mar 31- Apr 6 | Work on Exam I | Exam I |
| 7 Apr 7-13 | Ch 6 and 7 Play and Art Therapy |  |
| 8Apr 14-20 | Ch 8 Bibliotherapy  Ch 9 Behavioral Approaches with Children |  |
| 9Apr 21-27 | Work on the Stage Development Strategies paper | Stage Development Strategies |
| 10Apr 28-May 4 | Work on Power Point or Prezi Presentation | Power Point or Prezi Presentation |
| 11May 5-11 | Ch 11 Parents as Partners in Child Counseling  Ch 12 Child-Focused Parent Groups |  |
| 12 May 12 | Exam II due on Monday | Exam II |